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Dear Mike

Evaluation of the Northern Enterprise in Education Programme (NEEP)

I have pleasure in enclosing our report, which is presented under the following headings:

- 1 : Introduction
- 2 : Practicalities – introduction to NEEP operations
- 3 : Our Approach
- 4 : Enterprise Index
- 5 : Teacher Experience
- 6 : Pupil Experience
- 7 : Impact and Strategic Added Value (SAV)
- 8 : Conclusions

Appendices

I would be pleased to provide any further background to our report, and look forward to hearing from you in due course.

Yours sincerely

Helen Highley
Managing Consultant

**Evaluation of the Northern Enterprise in
Education Programme (NEEP)**

Report for

One NorthEast

1 Introduction

1.1 Context

In a competitive world, the skills and attitudes of the workforce have never been more important, and yet so uncertain, as the skills required continue to change. However, it is clear that the economies most likely to compete successfully are those that display a high rate of successful business start-ups. High educational attainment is a key ingredient, but must be allied with the ambition and skills that embody the entrepreneurial spirit.

The North of England has historically been a hotbed of innovation and entrepreneurship, particularly during the industrial revolution when its notable individuals – such as Arkwright, Pilkington, Salt, and Stephenson – and its great cities led the world. Today, the North of England suffers from an estimated £30bn productivity gap with the rest of the UK; it has the fewest firms per capita in the country, while its business stock grows at approximately one quarter of the national rate. In a changed and changing world, the challenge for the North is to build an enterprising economy that incorporates a strong base of SMEs alongside high growth businesses supported by enterprising employees.

1.2 Overview NEEP

The Northern Enterprise in Education Programme (NEEP) is one of the Northern Way enterprise workstream pilots to close the enterprise gap in the north. It works on the premise of influencing people whilst they are young, by creating an enterprise culture in their schools which may then ripple out into young people's families and communities.

NEEP is designed to increase the culture of enterprise in schools across the north of England by:

- providing ring-fenced funding to schools for enterprise activity for at Key Stage 3 (KS3)
- providing participating schools with expert support from an enterprise consultant to develop their action plan for KS3 enterprise activity
- providing funding for continuing professional development (CPD) for teachers and enterprise champions to upskill the school in enterprise

300 schools were originally recruited to the programme, 100 in each region, via a combination of consortia and individual school bids. Some additional funding became available shortly after the programme began, which allowed additional schools to be recruited. In total, 369 schools participated in NEEP, either as members of consortia or as individual schools. All schools were required to match their NEEP funding with an equal amount of funding at KS4. Whilst all schools have funding for KS4 enterprise as part of global funding allocation, it is not ring-fenced, and NEEP aimed to secure KS4 enterprise activity by using KS4 funding as leverage for the NEEP KS3 money.

Some schools formed consortia to access NEEP funding and take a collaborative approach to enterprise. Others applied as individual schools.

The funding for NEEP (£4.3m) was split equally across the three regions, with each Regional Development Agency (RDA) commissioning a managing organisation to manage the programme and administer the funds in their region. Each managing organisation had a different structure and approach to the programme, as is appropriate in a pilot.

The funding was for a one year period from April 2007 to March 2008.

1.3 The ambition for NEEP

NEEP was a pilot to test the hypothesis that providing CPD for teachers and ring-fenced funding for enterprise activity at KS3 could leverage a sustainable culture of enterprise within the school – both amongst pupils and school staff.

Partners recognised that school staff were the key to a sustainable shift in enterprising attitudes. Pupils pass through the school, but staff are the constants. If all staff understand and believe in enterprise, and embed it across all aspects of the curriculum and school life, there is an opportunity to influence generations of young people. NEEP recognised that enterprise needed to shift from a marginal subject to one that pervades the curriculum.

The evaluation of NEEP is therefore essential in testing the hypothesis and providing an evidence base that can be used to influence policy at a school, regional and national level. Frontline was commissioned to evaluate NEEP throughout its lifetime, providing formative evaluation intelligence during the programme and then examining the programme's impact at its end. Many of the impacts of enterprise education are unlikely to materialise over such a short period, however the evaluation sought to identify immediate impacts and proxy indicators of longer term expected impacts.

2 Practicalities – introduction to NEEP operations

2.1 The Northern Way enterprise workstream

The Northern Way enterprise workstream was managed by representatives of each RDA. They met every 4 to 6 weeks to review all projects in the workstream including NEEP. The NEEP managing organisations and evaluator were invited to attend the NEEP agenda item of each of these meetings; this usually lasted for between 1 and 1½ hours and included:

- update reports from each managing organisation
- update from the evaluator
- update from the steering group about funding, policy and other aspects of the workstream
- discussion of next steps

During the lifetime of NEEP, the Northern Way changed its focus, with enterprise no longer being a separate workstream for the future. However, this did not affect the projects that were already up and running, therefore the steering group continued to meet throughout NEEP's lifetime.

2.1.1 RDA strategic alignment

Each of the participating RDAs – North West Development Agency, One Northeast and Yorkshire Forward – recognises the importance of closing the enterprise gap in their region. However, schools enterprise represents a different level of priority in different RDAs.

In the north east and north west, young people's enterprise (including schools) is an explicit priority within the RDAs' enterprise strategy. In Yorkshire & Humber (Y&H), young people's enterprise is not one of the priority themes, therefore NEEP has enabled Yorkshire Forward to do something that would not have otherwise happened in the region.

Consequently, there is an opportunity in all three regions for NEEP to influence regional enterprise policy: either to reinforce, encourage or challenge the focus on young people's enterprise.

2.2 Management arrangements in each region

2.2.1 The North East

In the North East, RTC North was the managing agent. RTC North is the technology transfer agency for the north of England and also has the contract for managing 'Future Entrepreneurs' on behalf of One Northeast.

RTC North drew its steering group predominantly from the education business link organisations (EBLOs) in the region.

Schools in the North East were invited to express interest in NEEP. They were selected by the steering group and then given a choice of enterprise consultant to support them in developing their action plan. The action plans were submitted to the steering group for scrutiny and approval. The steering group reviewed all action plans before approving funding for schools.

Once the action plan was submitted and approved, the enterprise consultants' involvement with the programme ended. Schools were required to provide quarterly monitoring reports to RTC North and were also visited at least once by RTC North during the programme for monitoring purposes.

Schools received half of their funding on approval of their action plan and the second half on completion of their interim report.

2.2.2 The North West

In the North West, Enterprise Advisor North West (EANW) was the managing agent. This company was set up by two enterprise advisors from the North West who had previously worked in the enterprise advisory service before it was disbanded.

EANW drew its steering group from a range of organisations in the region including Learning and Skills Council, Connexions, Government Office North West, North West Development Agency and participating schools.

Following their expression of interest, schools were allocated an enterprise consultant (according to their location) to support them in developing their action plan. The action plans were submitted to EANW for review and approval. A sample of action plans were reviewed by the steering group as a quality assurance measure on the EANW staff's approval decisions.

The enterprise consultants retained a connection with their schools following the approval of the action plans, conducting monitoring visits and providing continued support as required throughout the implementation process. Schools were required to submit an interim and a final monitoring report to EANW.

Schools received half of their funding on approval of their action plan and the second half on completion of their interim report.

2.2.3 Yorkshire and Humber

In Yorkshire and Humber (Y&H), there were some changes to the management arrangements in the early stages of the programme. Young People's Enterprise Forum (YPEF) won the tender to manage the programme, but staff illness within the organisation prevented the organisation proceeding as originally planned. Instead, an independent project manager was commissioned to manage NEEP on behalf of YPEF. This caused some initial delays in getting NEEP off the ground in Y&H, although the region caught up rapidly once the project manager was in place.

YPEF's steering group acted as the steering group for NEEP. It is drawn from representatives from the EBLOs in the region and other organisations with an involvement in enterprise in the region, such as Yorkshire Forward, Young Enterprise, Business Link, Association of Colleges, etc. Responsibility for recruiting schools and approving action plans was delegated to each EBLO for their area. The project manager then co-ordinated the programme across the region, including all financial and monitoring arrangements and creating opportunities to share good practice.

Each EBLO provided enterprise consultancy to their NEEP schools, to support the development of their action plans. EBLOs remained in contact with their schools in a monitoring capacity and providing support as required as part of their ongoing remit as EBLOs.

Each school was required to provide interim and final monitoring reports to the project manager, and every school was visited as part of the monitoring arrangements. Schools in Y&H did not receive the second half of their funding until they submitted their final report.

Interestingly, we found it easier to get survey responses from teachers and pupils for the final interval in Y&H than in other regions. This may have been because their final invoice had not yet been paid and they may have seen participation as part of their terms and conditions.

2.3 Liaison between managing organisations

As the managing organisations and evaluator attended the workstream steering group every 4 to 6 weeks, they agreed to use this opportunity to also have an informal meeting to share experiences and good practice and keep in touch. These meetings took place for the 1½ hours prior to the steering group.

Managing organisations also shared information between meetings, for instance if one had already designed a monitoring form they shared it with the others to save duplication. As the project progressed, the managing organisations also participated in each others' regional events, such as showcase and celebration events.

2.4 Consortia vs individual schools

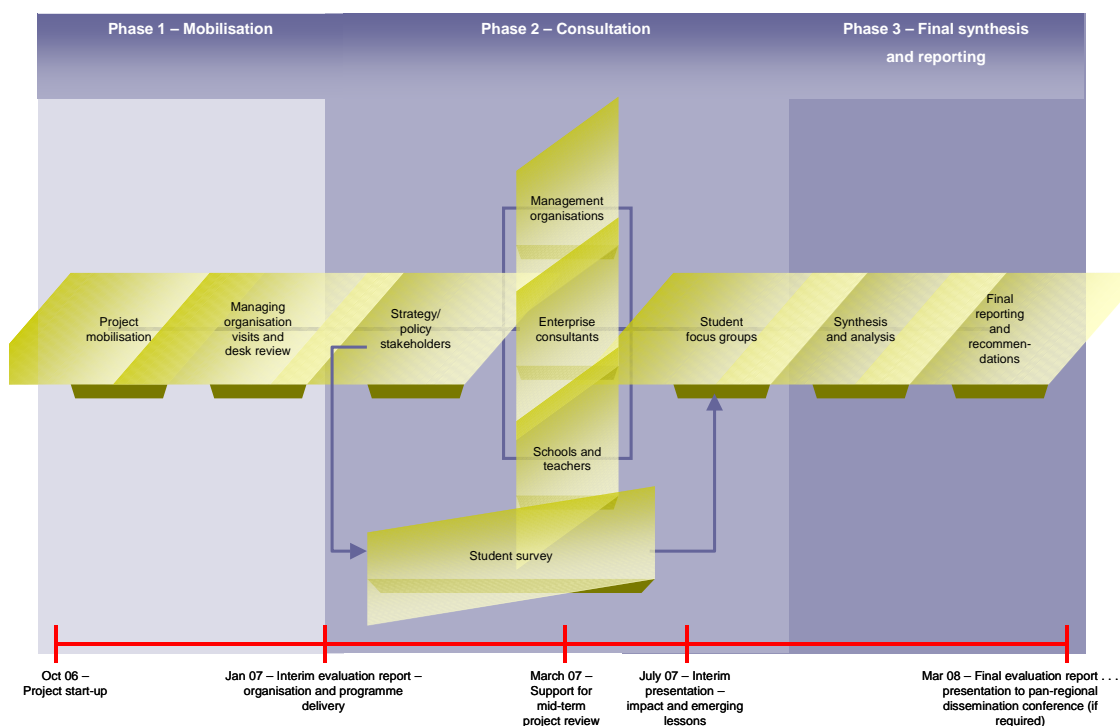
Some schools applied as consortia for NEEP funding, whilst others applied as individual schools. Consortia were encouraged by the programme managers as a means to develop more consistent and collaborative approaches to enterprise within a locality, and to achieve greater economies of scale from the funding. In reality, some of the consortium applications reflected this approach whilst others were groups of schools applying together but with little cohesion in approach.

2.5 The Enterprise Champion role

In addition to demonstrating senior management support for enterprise, all participating schools were required to nominate an enterprise champion to be the lead for enterprise in their school. This role involved engaging with the rest of the school, being the focal point for NEEP and leading the development and implementation of the school's action plan.

3 Our approach

Our approach to the evaluation is outlined in the diagram below and key aspects are described in more detail below.



3.1 Teacher experience

As described in section 1.3, the partners recognised the prime importance of teachers and school staff to the success of NEEP. They are the people who will determine whether or not an enterprise culture pervades the school for the long term.

Therefore, engagement with teachers and school staff was a priority for the evaluation. We needed to understand the extent to which:

- staff were being energised for enterprise
- enterprise was being embedded in the curriculum
- enterprise was being embedded and owned across a wide cross-section of staff (rather than just one or two enthusiasts)

We engaged with teachers at three intervals during the programme (including at the end), using the following methods:

- survey (combination of telephone interviews and online questionnaires)
- face to face interviews during school visits (25 school visits in total spread across the regions)

We achieved the following sample sizes for the surveys:

- baseline 51
- 2nd interval 53
- 3rd interval 73

The questionnaires and interview proformas are shown at appendix 1.

3.2 Pupil experience

Whilst NEEP's full impact on pupils' attitudes to enterprise is unlikely to be realised over such a short timeframe, it was still important to capture pupils' experiences of NEEP-funded activity. In particular the extent to which young people had developed enterprise skills and whether NEEP had led to changes in their attitudes to enterprise and entrepreneurship over the short term.

To assess these factors, we engaged with pupils in NEEP schools at three intervals (including at the end of NEEP) using the following methods:

- online survey
- focus groups during school visits (37 focus groups in 25 schools)

We also conducted online surveys with other schools within the three regions who had not been involved in NEEP, to establish the counterfactual. The surveys for both NEEP and counterfactual schools were the same, and are shown at Appendix 2.

3.3 Enterprise consultant engagement

We interviewed a sample of enterprise consultants, during and shortly after the completion of the action plans, to find out:

- their experiences of working with the schools
- good practice
- lessons learned

We had originally planned to do a focus group with consultants as well, but this proved logistically too difficult. We did however participate in an event for consultants and EBLOs in Y&H and attend a showcase event in the north east which allowed us to speak with consultants. The proforma for consultant interviews is shown at Appendix 3.

3.4 Managing organisation engagement

We met with each managing organisation at the start of the programme and then maintained regular contact with them, through the meetings prior to the steering group meetings and through ad hoc telephone contact. This enabled us to capture their experiences, good practice and lessons learned on an ongoing basis.

We also attended the steering group meeting in the North West on two occasions, a showcase and a celebration event in the north east and a consultant and EBLO event in Y&H.

3.5 Enterprise index

At the start-up meeting for the evaluation, it was agreed that it would be helpful to know where each participant school was on their 'enterprise journey'. This would allow the partners to track distance travelled by schools in future. It would also allow Frontline to assess whether there was any difference in the impact of NEEP funding based on schools' starting points. In other words, did schools that were already strong on enterprise get more value from NEEP than those who were less strong, or vice versa.

This required some quantifiable measure of enterprising culture that could be taken at the beginning of the programme. All managing organisations and steering group members agreed that it was relatively easy to judge the state of enterprise in a school based on gut feel and experience. Therefore what was needed was a tool to codify gut feel.

We developed an enterprise index to measure the culture of enterprise in schools. The index was administered by enterprise consultants at the beginning of the programme to establish a baseline position for each school.

It was not part of the evaluation to re-administer the index at the end of the programme; we expected that one year would be too soon to see substantial movement. However, the data coming from our school visits and our surveys and interviews with enterprise champions and teachers suggested that movement and culture change had been substantial. In an attempt to gain a sense of distance travelled, without re-administering the index, we included some proxy questions in the final teacher survey and interviews. Obviously, this means that we were not comparing like with like when comparing the baseline index with the final survey and interviews and the data should be viewed accordingly. However, it was an attempt to give a flavour of distance travelled and we have therefore included an analysis in section 4.

The index will remain as a tool for the organisations involved in NEEP, therefore it would be possible to continue to track schools' progress over the years. The index has also since been used on a pan-Merseyside enterprise project by Enterprise Advisor North West and is about to be used in a LEGI-funded enterprise project in Northumberland.

4 Enterprise Index

At the start of NEEP, we designed the enterprise index as a rough measure of each school's level of enterprising culture. We did not plan to repeat the index at the end of the evaluation, as we believed a year was too short a time to see significant progress. We suggested that the partners repeat the index after a longer period – perhaps two or three years.

However, the teacher interviews and surveys and the anecdotal evidence gathered from managing organisations and school visits suggested that cultural shifts were taking place quite quickly. We therefore needed to try and measure distance travelled by schools during the NEEP project, but there was insufficient resource in the evaluation budget to repeat the index, and all enterprise advisors had ended their engagement with schools by the time the need for this became apparent. To bridge this gap we included a series of additional questions into the final interval teacher interviews and survey, to act as proxy indicators for the five key themes within the enterprise index.

We have used the responses to these proxy indicators to give a rough estimate of distance travelled. In addition to looking at overall responses to gain a picture of average distance travelled, we have compared each teacher's survey response with their school's original enterprise index, to assess whether starting point had any influence on the distance travelled. Because the sample size is relatively small (37 teacher surveys with corresponding indices) we are only able to provide trends on this aspect of distance travelled.

4.1 Enterprise index and proxy measures

The enterprise index was designed to provide an assessment of enterprising culture across five themes:

- leadership
- curriculum
- infrastructure
- enterprising activity
- sustainability

With the exception of sustainability, each theme was explored through a series of questions with non-weighted scores. The index was administered by the enterprise advisors at the start of NEEP evaluation process. The maximum achievable score for any school was 69. The index is appended.

The proxy measures, developed to provide an estimate of distance travelled, were a series of 5 questions – one for each theme – scored on a scale of 1 to 10 (where 1 was 'to no extent' and 10 was 'to a great extent'), giving a maximum achievable score of 50. To enable us to compare across the baseline and final, mean scores in the index were converted to a base of 10. The mean scores are shown in brackets in the title of each graph and presented in a summary table in section 4.3.

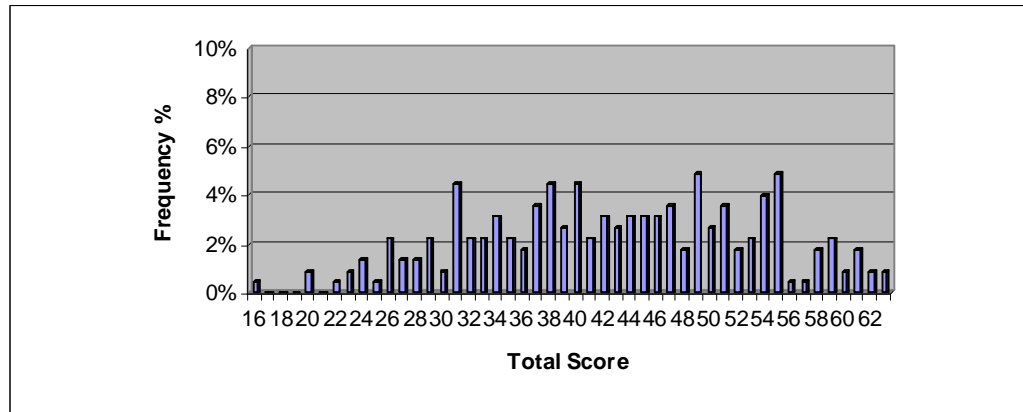
We now present the baseline findings, followed by our assessment of distance travelled overall and per region.

4.2 Baseline assessment of enterprising culture

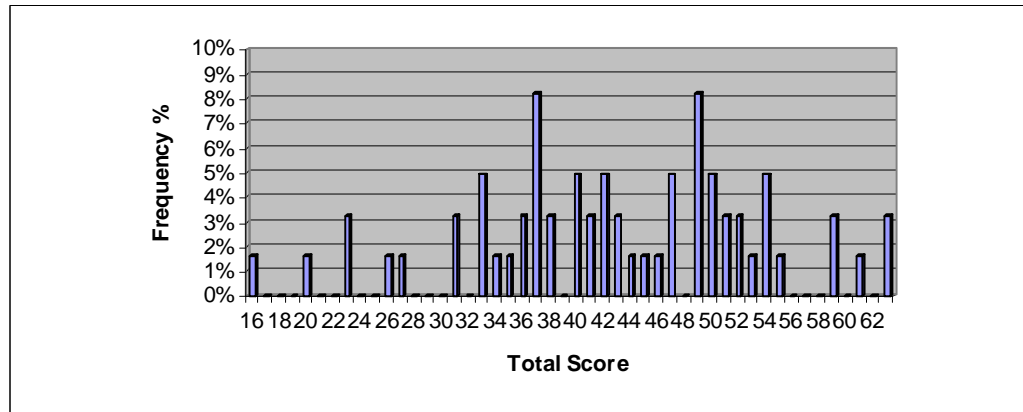
4.2.1 Total scores

The following graphs present the overall total score distribution. From a maximum of 69, schools scored from 16 to 63. The North East covered the widest possible range of scores. The North West ranged from 20 to 62 and Y&H from 24 to 62. The average mean score for all three regions was 6.58. Both Y&H (6.96) and North East (6.62) scored above the average.

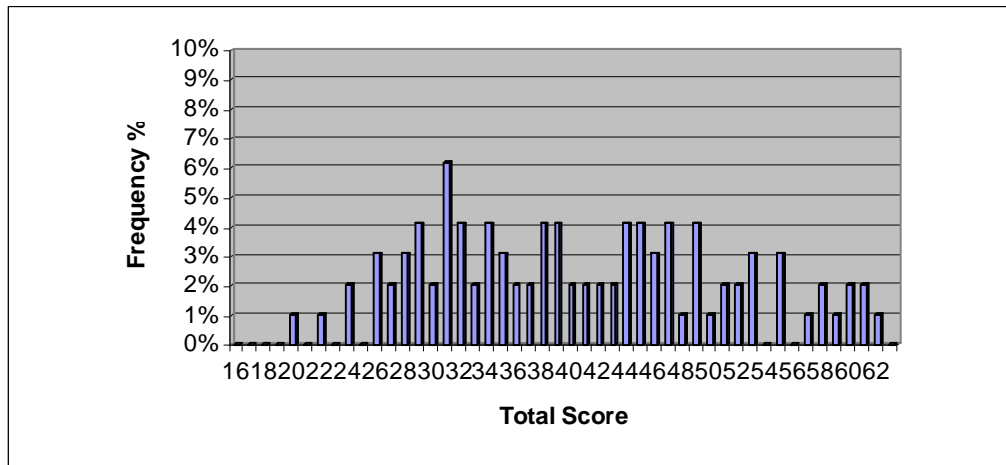
Overall Total - % distribution; all regions (6.58)



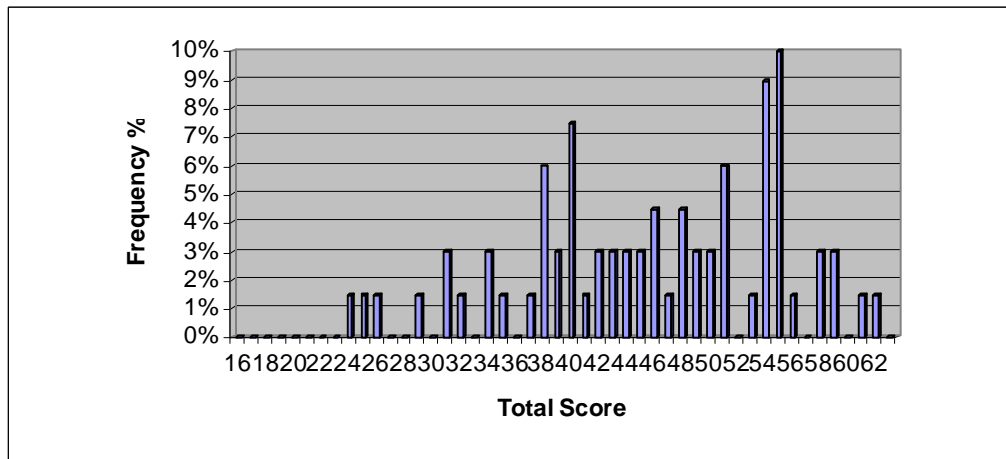
Overall Total - % distribution - North East (6.62)



Overall Total - % distribution - North West (6.29)



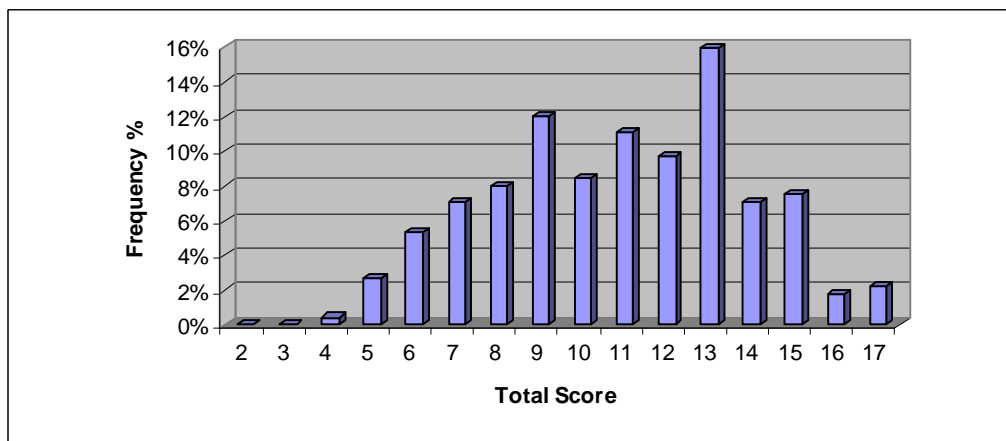
Overall Total - % distribution - Y&H (6.96)



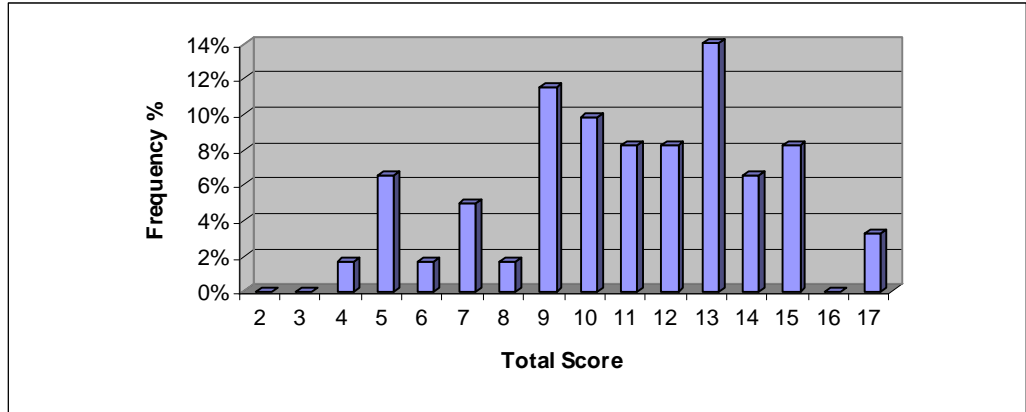
4.2.2 Leadership

The following graphs present the scores for leadership. From a maximum possible score of 17, schools scored from 4 to 17. The mean score overall was 6.72. Both Y&H (7.16) and North East (6.83) scored above the average.

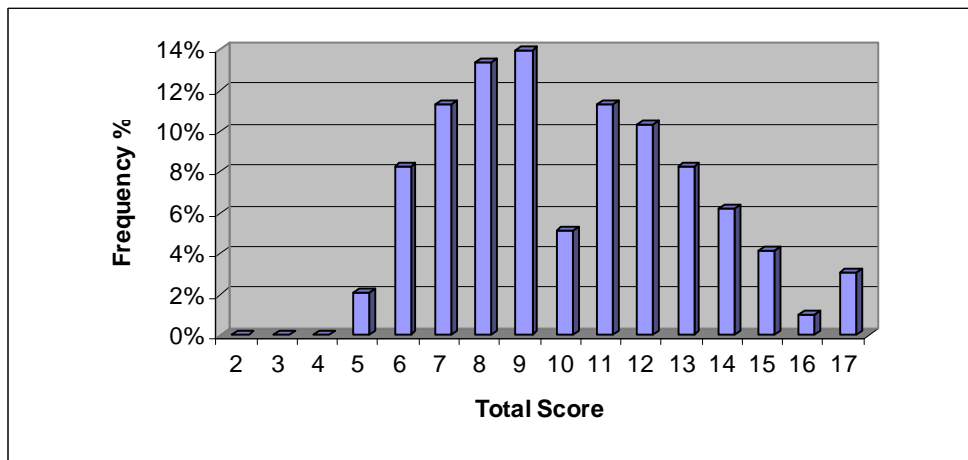
Leadership - % distribution; all regions (6.72)



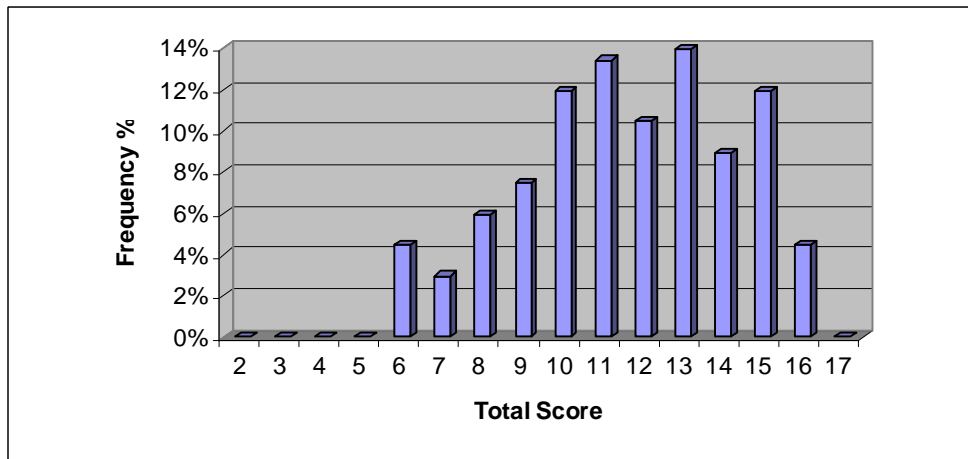
Leadership - % distribution; North East (6.83)



Leadership - % distribution; North West (6.35)



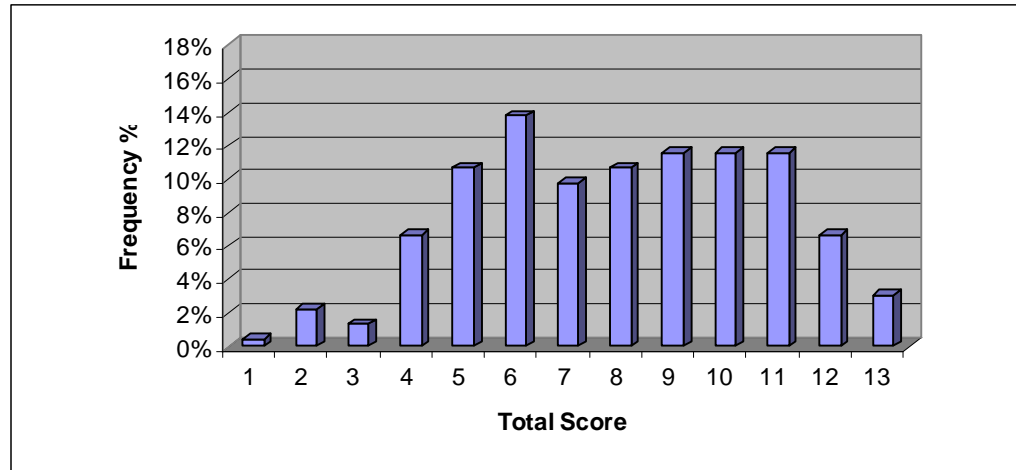
Leadership - % distribution; Y&H (7.16)



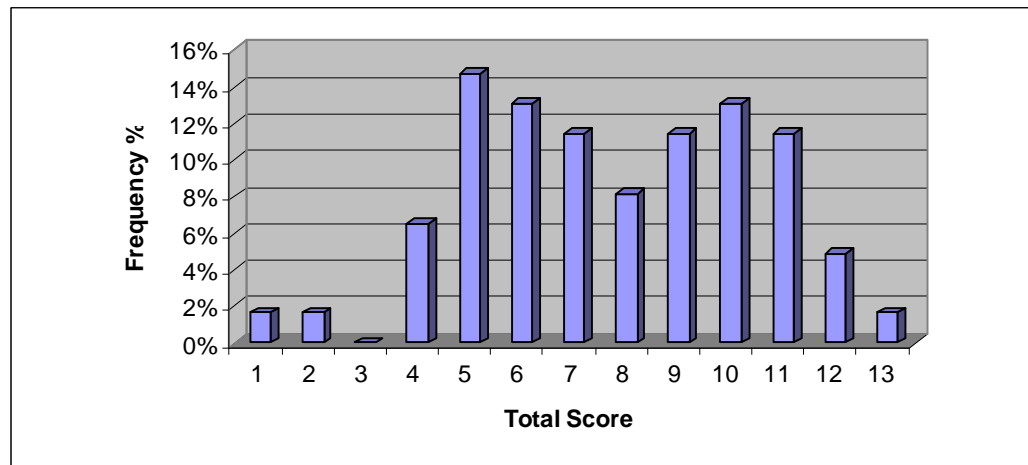
4.2.3 Curriculum

The following graphs present the scores for curriculum. From a maximum possible score on 13, schools scored from 1 to 13. The mean score overall was 6.48. Only Y&H (6.82) scored above the average. The North West came next with 6.35.

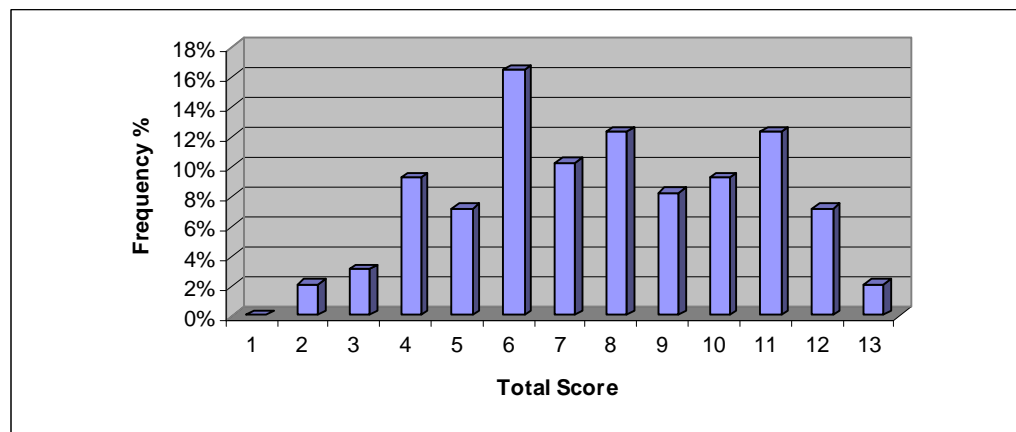
Curriculum - % distribution; all regions (6.48)



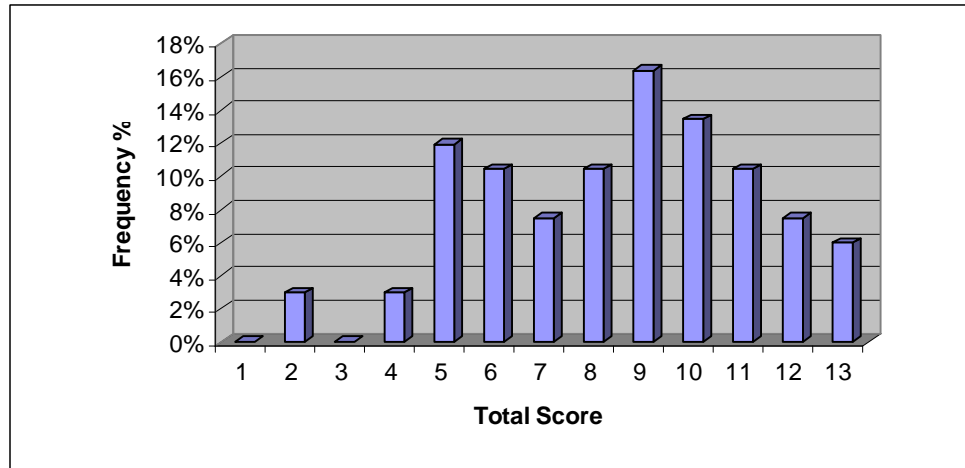
Curriculum - % distribution; North East (6.32)



Curriculum - % distribution; North West (6.35)



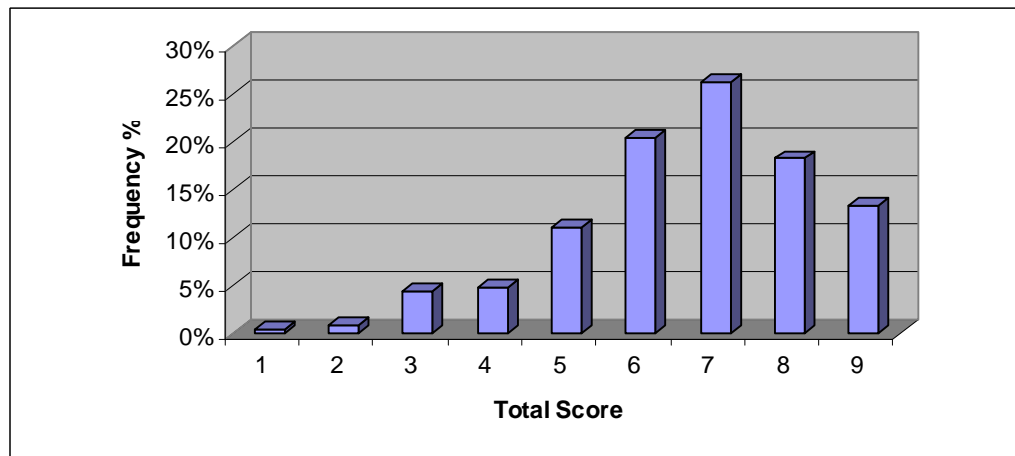
Curriculum - % distribution; Y&H (6.82)



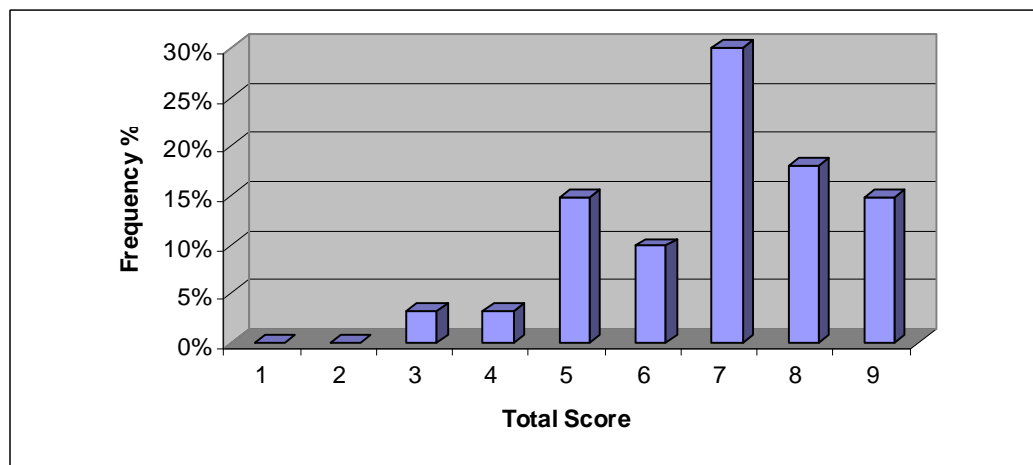
4.2.4 Infrastructure

The following graphs present the scores for infrastructure. From a maximum possible score of 9, schools scored from 1 to 9. The mean score overall was 7.63. Both Y&H (7.91) and North East (7.84) scored above the average.

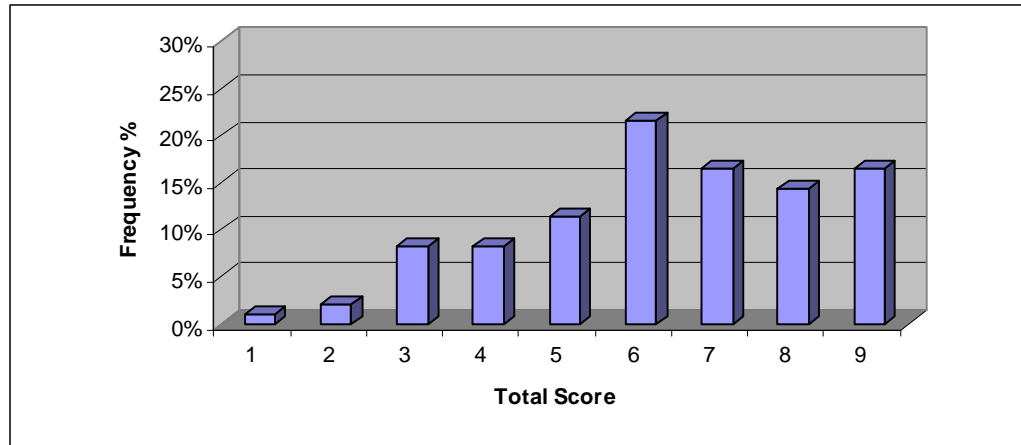
Infrastructure - % distribution; all regions (7.63)



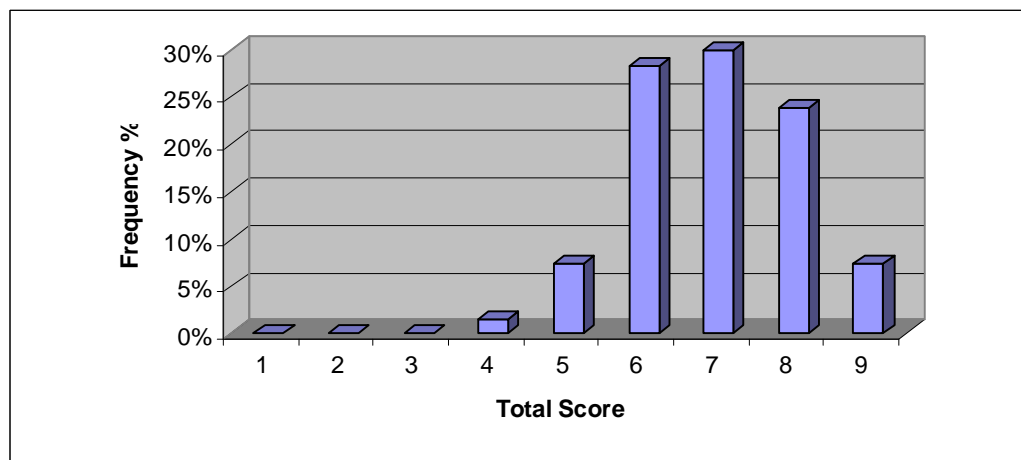
Infrastructure - % distribution; North East (7.84)



Infrastructure - % distribution; North West (7.31)



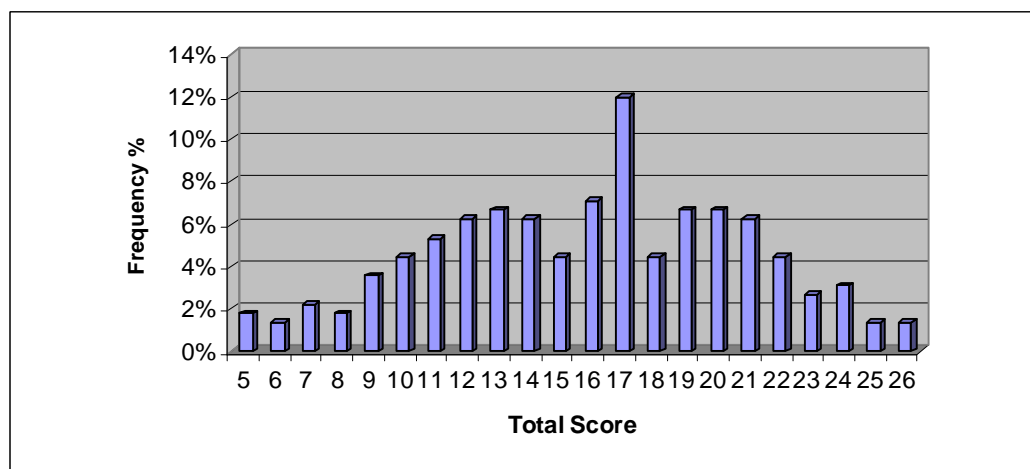
Infrastructure - % distribution; Y&H (7.91)



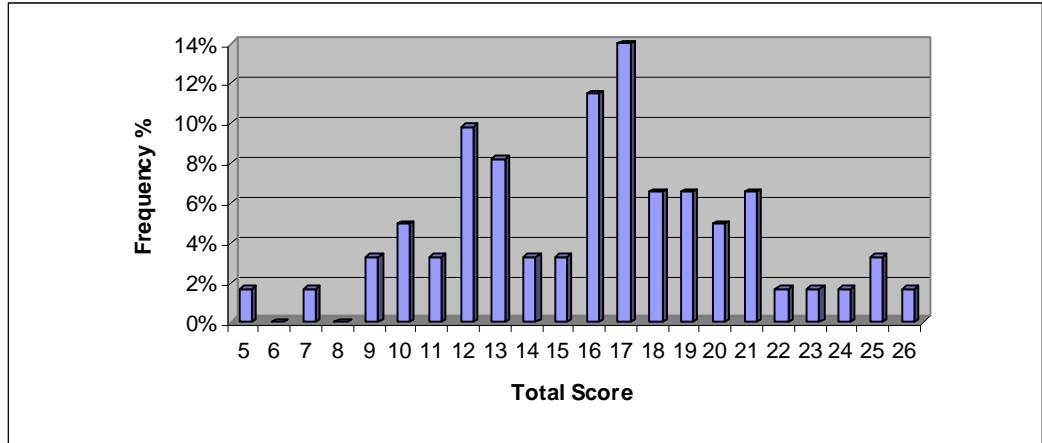
4.2.5 Enterprising activity

The following graphs present the scores for enterprising activity. From a maximum possible score of 26, schools scored from 5 to 26. The mean score overall was 6.49. Both Y&H (7.01) and North East (6.56) scored above the average.

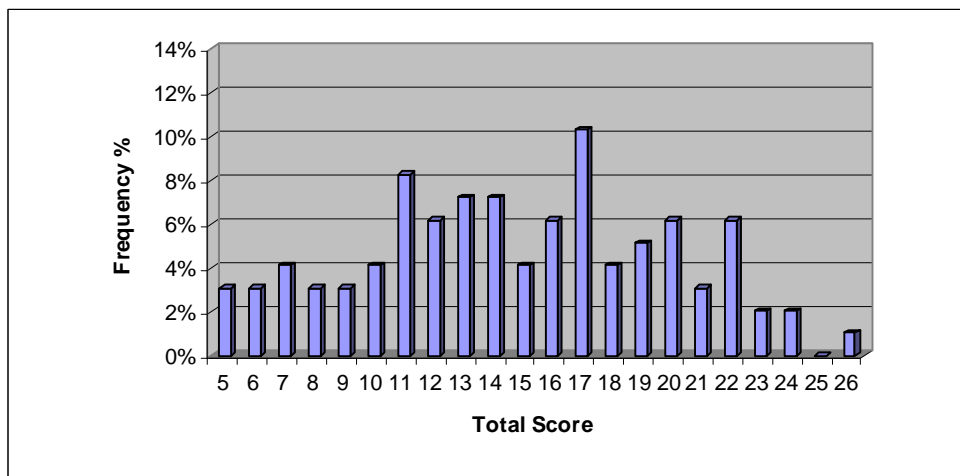
Enterprising Activity - % distribution; all regions (6.49)



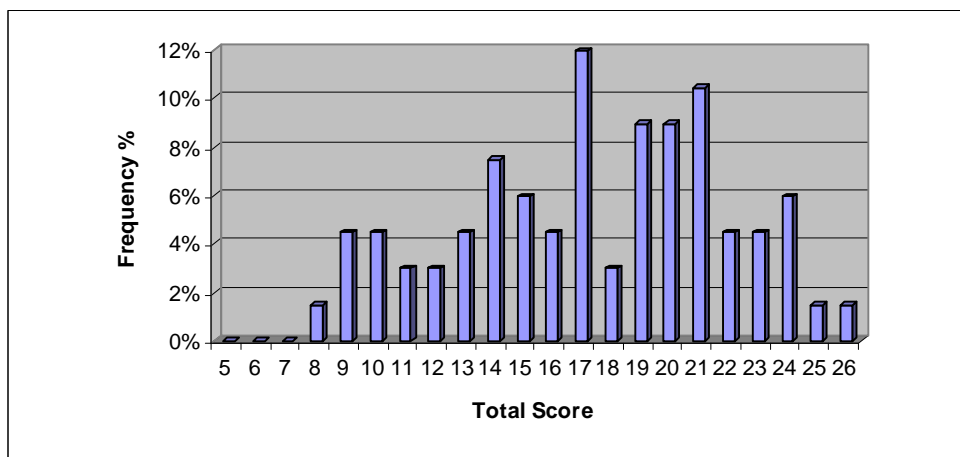
Enterprising Activity - % distribution; North East (6.56)



Enterprising Activity - % distribution; North West (6.10)



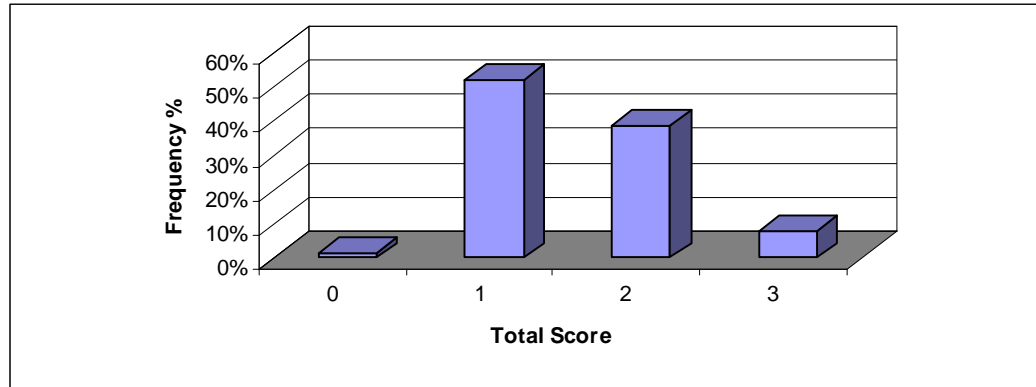
Enterprising Activity - % distribution; Y&H (7.01)



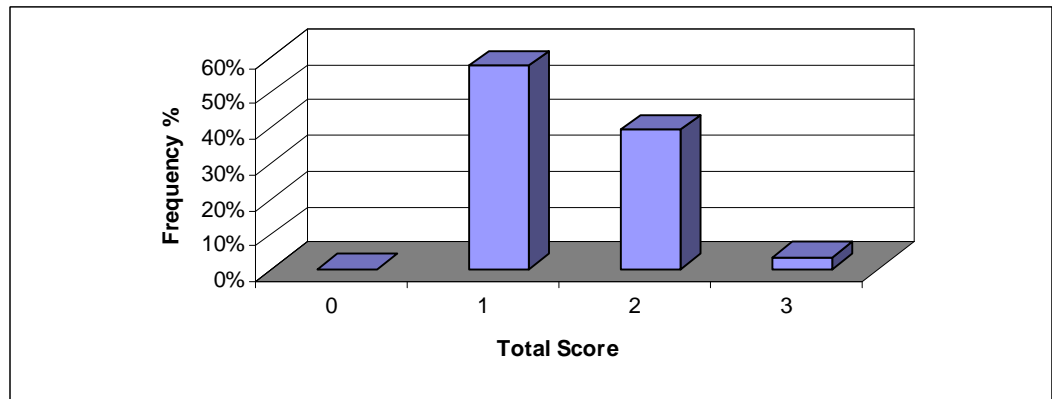
4.2.6 Sustainability

The following graphs present the scores for sustainability. From a maximum possible score of 3, schools scored from 0 to 3. The mean score overall was 5.6. Only the North West (6.01) scored above average. The North East scored 5.38. This was the only them in which Y&H did not rank top.

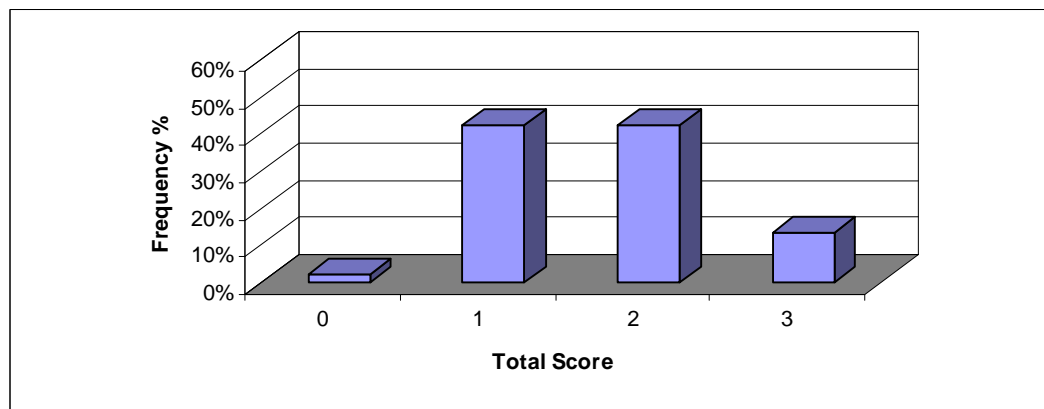
Sustainability - % distribution; all regions (5.6)



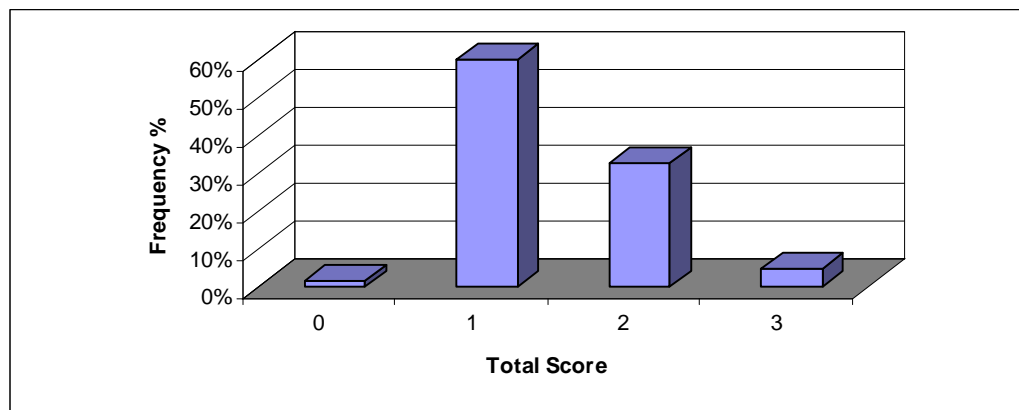
Sustainability - % distribution; North East (5.38)



Sustainability - % distribution; North West (6.01)



Sustainability - % distribution; Y&H (5.21)



4.3 Final assessment of enterprising culture – total population

The table below presents the mean scores out of 10 for all regions and individual regions for both baseline and final intervals and shows the distance travelled.

When assessing the overall results, with the exception of infrastructure, all regions demonstrated a positive distance travelled, with the North West showing the biggest change (1.08), closely followed by the North East (1.03). Y&H, which led the field in all enterprise themes – with the exception of sustainability – at the baseline, travelled the least distance (0.36).

BASELINE - ENTERPRISE INDEX						
REGION	LEADERSHIP	CURRICULUM	INFRASTRUCTURE	ENTERPRISING ACTIVITY	SUSTAINABILITY	OVERALL MEAN OUT OF 10
All Regions	6.72	6.48	7.63	6.49	5.60	6.58
North East	6.83	6.32	7.84	6.56	5.38	6.62
North West	6.35	6.35	7.31	6.10	6.01	6.29
Yorkshire and Humber	7.16	6.82	7.91	7.01	5.21	6.96
FINAL INTERVAL						
REGION	LEADERSHIP	CURRICULUM	INFRASTRUCTURE	ENTERPRISING ACTIVITY	SUSTAINABILITY	OVERALL MEAN OUT OF 10
All Regions	8.29	7.08	7.49	7.86	6.54	7.45
North East	8.57	7.43	8.05	7.76	6.52	7.67
North West	8.24	7.00	7.35	7.88	6.35	7.36
Yorkshire and Humber	8.08	6.83	7.12	7.92	6.68	7.33
DISTANCE TRAVELLED						
REGION	LEADERSHIP	CURRICULUM	INFRASTRUCTURE	ENTERPRISING ACTIVITY	SUSTAINABILITY	OVERALL MEAN OUT OF 10
All Regions	1.56	0.60	-0.14	1.36	0.94	0.87
North East	1.74	1.11	0.21	1.21	1.15	1.05
North West	1.88	0.65	0.04	1.79	0.34	1.08
Yorkshire and Humber	0.92	0.02	-0.79	0.91	1.47	0.36

4.3.1 Analysis of themes

In all regions, there has been a positive shift in all themes (except infrastructure in Y&H, which has seen a negative shift). The biggest increase was in leadership (1.56), followed by enterprising activity (1.36). Y&H schools were most badly affected by the floods of 2007, and it may be that this has affected the infrastructure scores in that region.

The marked shift in leadership – 23% change across the total regions – correlates with our research findings. Teachers continually highlighted the positive impact that NEEP funding has had on the senior management team and the extent to which the role of the enterprise champion has become embedded in the school, with many examples of the champion being given SMT status. The analysis of teacher/enterprise champion feedback in section 5 provides more detailed evidence. The North West (1.88) and the North East (1.74) both showed above average movement.

Enterprising activity (1.36) was the next biggest shift. The North West showed a considerable shift (over 29%) from the original baseline data. Y&H showed the least movement.

Whilst the shift in distance travelled was less in Y&H than in other regions, they were starting from a higher baseline position and also many schools in the area were badly affected by the floods. Interestingly, our findings suggest that schools in Y&H report high levels of sustainability of what they have achieved. So the distance travelled may be less, but schools are confident of being able to sustain their progress. This gives a strong foundation to build upon, especially if the infrastructure improves.

Overall, the North East has showed the strongest distance travelled in two of the five themes (curriculum and infrastructure), as did the North West (leadership and enterprising activity). Y&H led on sustainability of activities.

In total 37 schools responded to both surveys (13 in the North East and North West and 11 in Y&H). In the North East, 10 schools from 13 showed improvement in total mean score across the five themes. The biggest improvement in a school was from 3.3 to 8.2 at the final interval. Of those schools that showed no improvement, this was predominately in the areas of curriculum, infrastructure and sustainability.

In the North West, 8 schools from 13 showed improvement; this was across all themes. The biggest increase was from 3.9 to 8.6. Of those schools who did not improve, in general all themes contributed to the reduction.

In Y&H, 6 schools from 11 showed improvement; again improvement was across all themes. The biggest increase was from 6.2 to 8.8. Of those schools who did not improve, only leadership did not contribute to the reduction.

5 Teacher Experience

This section summarises the key findings of the first and final survey intervals and incorporates the findings from the school visits.

5.1 Response rate

At each interval a sample of 120 teachers was invited to respond to the survey – these were the same at each interval. To maximise survey response rates, a range of completion methods were offered:

- telephone interview
- on-line questionnaire
- hard copy questionnaire and return
- emailed electronic copy and return

During the final interval a number of teachers completed the questionnaire face-to-face during their school visit. By the close of the baseline and final interval the following rates were achieved.

Response rates – baseline and final surveys (%)

Table 5.1

	Baseline	Rate%/Prop of sample%	Final	Rate %/Prop of sample (%)
All regions	53	44	73	61
North East	20	38	21	29
North West	15	28	21	29
Y&H	18	34	31	42

To maximise response rate in the final interval, each school was written to, emailed and telephoned at least twice as well as being offered an incentive. We also offered supported completion to teachers who had provided a baseline, allowing them to complete the questionnaire by telephone or to submit completed questionnaires by fax. This flexible approach was very effective and the response rate increased from 44% to 61%.

5.2 The role and impact of the enterprise champion

In the baseline 53% of respondents were the enterprise champion for their school, this increased to 70% in the final interval. Other respondents' roles remained similar across all intervals and included:

- business and enterprise coordinator/lead
- member of senior management team
- line manager of enterprise champion
- assistant or deputy head teacher
- subject specific heads eg business, careers, economics, PSHE the different stages each school was at

In the baseline, the role of enterprise champion was wide and varied; some schools viewed the roles as embedding enterprise throughout all departments, whereas others were trying to raise awareness and the profile within their school.

The specific roles highlighted included:

- coordinating and developing enterprise activities
- promotion of enterprise education to teachers and students
- raising awareness across the school
- identification of best practice
- embedding enterprise within the curriculum
- auditing enterprise activity

Since the establishment of the role of enterprise champion, 51% of respondents indicated that the role had changed. These changes included:

- increased responsibility, eg now part of the Senior Management Team (SMT), involved in staff training/CPD or a shift towards the role being recognised as a non-teaching post
- the role has become more strategic, eg enterprise viewed as part of the school development plan
- higher profile in the school, eg widening original focus at KS3 to whole school
- scale and scope of the role has greatly expanded, eg no longer just one post but has subject specific leads in support

To establish the impact that enterprise champions were having in helping schools raise the profile of enterprise and entrepreneurship, we asked respondents to rate this on a scale of 1 to 10 (where 1 was 'to no extent' and 10 was 'to a great extent'). The table below shows the proportion of enterprise champions rating the impact at 7 or above at baseline and final interval. The final column in the table shows the proportion of respondents that stated that the role of enterprise champion would continue post NEEP.

Impact of the enterprise champion on raising profile of enterprise and entrepreneurship

Table 5.2

	Baseline (%)	Final interval (%)	Continuation of role (%)
All regions	86	80	93
North East	90	90	95
North West	86	75	91
Y&H	83	77	93

Except in the North East, the perceived impact of the enterprise champion has decreased over time. This is not as worrying a finding as it might appear at first glance, when taken in the context of our research findings. Our findings indicate that enterprise is now more widely embedded throughout the school and is viewed as wider than just the role of the champion. If more staff in the school are geared up for enterprise, it is logical that the enterprise champion role will be seen as less impactful over time. This is a positive finding, as it indicates that the enterprising culture no longer relies on one or two people, but is seen as the whole school's responsibility. Despite the role being assessed as having less impact, over 90% of respondents will maintain the role post-NEEP, seeing the enterprise champion as a core part of delivering the future curriculum. Some feedback relating to the impact of the champion included:

"Having the dedicated role has allowed me the time to work with other staff, the local community and business to develop links, projects and strategies for delivering"

"More staff now have the knowledge to use enterprise in lessons as a result of training and participation in events"

"Having an champion ensures that enterprise is now a high priority on the change agenda and links with other initiatives"

"All subjects (both students and staff) have taken the opportunity to use the expertise of a non teaching full time employee"

"We were already doing this; the enterprise champion just speeded up the process"

In the North West and Y&H, respondents indicated that the role of the enterprise champion has had less prominence in their schools over the last 3 months. Reasons included:

- absence of the enterprise champion through sickness and maternity leave no replacement or no one currently in post
- difficult to assess impact over such a short time period
- lack of recognition of the role at SMT level

5.3 Enterprise awareness

At the baseline, schools were at various stages of enterprise awareness, with some schools at the stage of raising awareness and securing engagement while others had already started to embed enterprise into the curriculum. Since then, schools have reported significant changes in how enterprise is perceived in the school. From the feedback below, we can see that enterprise is becoming increasingly embedded throughout subject areas and students are showing a greater understanding of the concept:

"Staff are much more aware of all strands of enterprise and pupils have a much better understanding of enterprise capability"

"All staff are much more aware of the enterprise agenda and its implications of their curriculum areas"

"Radical transformation of KS3 and KS4 curriculum"

"Large change, all students do a 25 min period of enterprise per week"

"Students are more enthusiastic about enterprising activities and challenges"

"Whole school is buying in and recognition of cross-curricular responsibility"

"Staff and pupils can physically see the difference because of the NEEP funding"

"[Enterprise] is being taken more seriously. Looking at sustainability and future development"

As part of the school visit programme, 4 special schools were interviewed. As with mainstream provision, they talked about NEEP expanding the enterprise provision, enabling them to start activities at KS3. Prior to NEEP, most special schools did some enterprise activities at KS4 but most concentrated activities at KS5/6th form.

5.4 A culture of enterprise

During the baseline survey and intervals, respondents were asked to rate the extent to which a culture of enterprise:

- existed in the school prior to NEEP funding
- existed at the time of the baseline (June/July 07)
- existed at the time of final interval (Mar/April 08)

The rating was scored on a scale of 1 to 10 where 1 was 'not at all' and 10 was 'to a great extent'. The table below presents the findings on a total basis, followed by the regional splits.

Overall responses for all 3 regions combined

Table 5.3

Total respondents	Respondents (%)									
	1	2	3	4	5	6	7	8	9	10
Culture of enterprise prior to NEEP (n=30) ¹	0	6	16	6	18	14	20	18	2	0
Culture of enterprise at the baseline (n=48)	0	0	0	0	11	19	19	36	11	4
Culture of enterprise at the final interval (n=73)	0	0	0	1	4	10	26	25	16	11

The results from the total respondents suggests that NEEP funding has had a steady and positive impact on enterprise culture; shown by the shift in percentage response towards the higher scores. Prior to NEEP funding, 60% rated the culture of enterprise 6 or less compared to 15% by the final interval.

North East responses

Table 5.4

North East	Respondents (%)									
	1	2	3	4	5	6	7	8	9	10
Culture of enterprise prior to NEEP (n=19)	0	0	26	11	16	5	32	5	5	0
Culture of enterprise at the baseline (n=17)	0	0	0	0	0	31	25	19	19	6
Culture of enterprise at the final level (n=21)	0	0	0	0	5	5	24	14	43	10

In the North East the majority (57%) rated the culture of enterprise at 6 or below compared to 10% by the final interval. At the upper end, only 5% rated enterprise culture 9 or above at baseline, compared to 53% by the final interval. This dramatic shift in the North East was backed up by the discussions during school visits and feedback in the surveys, for example:

" Greater cohesion and collaboration within facilities, greater definition of our specialism within teaching and learning"

"More enterprise activities across the school; teachers more aware and using enterprise in their curricula; increased profile across school; further embedding into curriculum and more enterprise activities in general"

"The major events have had bigger impacts on parents and governors. Students are more enthusiastic, they are learning and understanding the word 'enterprise' and they are gaining skills using the plan"

¹ n=base number of respondents

“Staff and student knowledge and awareness of enterprise skills has increased. Positive response to additional enrichment activities, with resources purchased to ensure sustainability into future years”

North West responses

Table 5.5

North West	Respondents (%)									
	1	2	3	4	5	6	7	8	9	10
Culture of enterprise prior to NEEP (n=14)	0	0	14	0	21	29	7	29	0	0
Culture of enterprise at the baseline (n=14)	0	0	0	0	0	14	21	57	0	7
Culture of enterprise at the final interval (n=21)	0	0	0	0	10	33	10	19	10	19

In the North West, 64% rated the culture of enterprise 6 or below compared to 43% in the final interval. At the lower level this shift is not to the same extent as the North East, however at the upper end (ie 9 or 10) the rating increase from 0 to 29%. The shift in culture is again backed up by feedback as presented below:

“All staff have brought into the benefits of enterprise and are actively involved in ensuring enterprise is well and truly embedded throughout the school”

“Continuous development of enterprise across school, and having someone with an overview makes it easier to see where development can take place, and how”

“Reduced dependence on outside providers”

“Enterprise is part of KS3 PSHE from September so an integral part across the whole school”

Y&H responses

Table 5.6

Yorkshire & Humber	Respondents (%)									
	1	2	3	4	5	6	7	8	9	10
Culture of enterprise prior to NEEP (n=17)	0	18	6	6	18	12	18	24	0	0
Culture of enterprise at the baseline (n=17)	0	0	0	0	29	12	12	35	12	0
Culture of enterprise at the final interval (n=31)	0	0	0	3	0	13	39	36	3	7

“Enterprise is not now seen as just another job but a way of getting things done (i.e. funding for projects etc)”

“More people involved and a noticed rise in quality of products”

“Most staff thought that enterprise meant the Young Enterprise Team programme that we run in year 10. They now have a grasp of the wider sense of ‘Enterprise’ and are aware of their role in it’s delivery”

“Much more enthusiasm and interest, greater exposure for students who really enjoy activities. 100% of those surveyed want more involvement in range of activities. Greater understanding of what enterprise is and how it develops students skills”

“The enterprise “champion’s remuneration has now been integrated into the TLR responsibility allowances for the school and is line managed by myself. In the future role will include: ensuring the entitlement of all pupils to an enterprise education. Linking departments together in cross-curricular projects. Continuing to embed the use of enterprise within the existing curriculum. Giving students a say in the planning and delivery of their own enterprise education.”

60% of respondents perceived the enterprise culture within their school prior to NEEP as 6 or below compared to 16% at the final interval. However at the upper end (9 or 10), the increase was not as marked as the other two regions such that the increase was from 0 to 10%. This correlates with the shorter distance travelled in Y&H.

Overall, there has clearly been a shift in the culture of enterprise across all regions as a direct result of NEEP funding.

5.5 Action planning

The action planning process was something that was new to many teachers/enterprise champions. This resulted in a wide variety of responses at the baseline level in relation to the action plan process. The most frequent responses are presented below:

- process viewed as useful in providing focus
- gave an opportunity to get early buy in and input from all departments
- excellent and challenging process to go through – supported completion but most done on own
- very time consuming
- was bureaucratic and cumbersome

For the majority of respondents, the action planning process was a positive one, with the negative comments mainly focused on completion timescales and added paperwork. A few respondents highlighted they had learnt nothing from the process.

At the baseline stage, respondents cited considerable learning from the action plan process, including:

- personal development
- the need to look for sustainability beyond the NEEP project
- gave clarification of what needs to be done and how to do it
- ensured a clear understanding of what would be required

By the final interval, over 97% stated that the process for reviewing their action plan was working, and 94% are likely to continue the process once NEEP has ended. 80% will embed into the overall school action plan. Although working, the majority (66%) had amended the plan since it was established. Examples changes to included:

- delivery timescales and staff responsibilities
- accommodate new departments as they came on board
- take account of new ideas and emerging opportunities

The majority of respondents cited staff changes and unrealistic delivery timescales as the main reason that they had to change their action plans.

This indicates that the action plan has been a 'living document' as opposed to something that sat gathering dust on a shelf. Schools have revisited their plans in the light of learning as they went along and the changes that inevitably happen in most schools.

Respondents scored the extent to which the action plan review process was embedded at a senior level on a scale of 1 to 10, where 1 was 'to no extent' and 10 was 'to a great extent'. The table below presents the proportion rating 7 or above at baseline and final intervals.

Embeddedness of action plan process

Table 5.7

	Baseline (%)	Final (%)
All regions	82	79
North East	78	90
North West	75	71
Y&H	89	76

The three region average indicated that almost 80% of schools feel that the action plan process is embedded at a senior level. At a regional level the changes to the baseline are interesting. While Y&H had indicated high levels of embeddedness at the early stage, this has been revised down during the year. Despite this, 100% stated that they will continue to produce an enterprise related action plan. The North East was the opposite, opting for a more conservative estimate at the baseline which increased to 90% highlighting increased embeddedness at the final interval.

These are extremely important findings which are demonstrating the sustainability and usefulness of the process post NEEP.

5.6 Continuing Professional Development

CPD activity was carried out during the initial stages of the NEEP funding and we did not explore this area further during the final interval. This section therefore summarises feedback provided during baseline and interval finding, and is backed up by school visits.

Schools were able to either select external training providers to conduct CPD or were able to deploy internal resources. Some schools used a mix of both. The focus of CPD activities varied within each school, with some schools opting to provide to all staff, while others chose subject leads who would then be used to cascade their experiences to other staff in their departments.

Respondents we asked to rate the CPD activities on a scale of 1 to 10 (where 1 was poor and 10 was excellent). The table below shows those results from the baseline and the interim survey interval for those scoring 7 or greater.

Feedback on CPD activity

Table 5.8

	Respondents %	
	Baseline	Interim
All regions	85	83
North East	82	100
North West	89	79
Y&H	88	70

For both the baseline and interim, CPD activity has been rated highly by the majority of respondents. The benefits that have arisen directly as a result of CPD can be segmented into those that impact on the individual, and those that impact on the school:

Individuals:

- empowered staff to use resources and champion the enterprise cause in their departments
- raised awareness of how staff can embed enterprise into their lessons and future lesson plans
- increased awareness of the world of work
- inspired and motivated staff
- knowledge enrichment of enterprise and associated activities

School:

- improved the offering to students and the provision in the school
- increased sharing of knowledge and good practice
- further increased the profile of enterprise throughout the school
- widened staff involvement ie previously unengaged staff are taking up the challenge and are keen to participate
- enterprising learning and teaching is developing and improving motivation, skills and capabilities

5.7 Engagement with business

During our school visits and interviews a number of schools cited various examples of engaging with the local business community. Several schools gave examples of business representatives, from large national organisations such to a range of small and local businesses, had given their time to come into the schools. One such example was that of a regular ‘business breakfast’ in which local business representatives are invited to the schools to network and also give topic specific presentations. These breakfasts are designed to involve pupils and teachers and some sessions have involved up to 50 local company representatives.

Another similar, innovative approach towards engaging with business included a school participating in a local ‘skills group’. This approach enables the school to engage with local companies, from supermarket giants to the car international manufacturers. The school is now trying to embed the ‘skills group’ experience into the curriculum to ensure pupils continue to benefit.

It should be noted that many of the approaches highlighted involved bringing businesses into the school, yet some schools adopted the approach of taking pupils and teachers out of school and into businesses.

In one example a school has combined these two approaches. The school began by taking pupils to a theatre to let them experience a range of job roles in an industry that has a high proportion of self-employment. The pupils were then able to bring their learning back to the school and apply it by organising a school talent show, whilst the enterprise coordinator worked with them to help the pupils recognise the enterprise skills they were using and developing. To help them deliver the enterprise learning the school then used NEEP funding to bring in a local entrepreneur from the industry to talk to the students about enterprise, and provide demonstrations of working light and sound equipment. The school found that theatre was a fun and interesting area that was successful in engaging the pupils whilst adding to their experience of the world of work.

The findings from the interviews revealed that it was both pupils and teachers that benefited through engagement with the businesses community, however one teacher did provide a word of caution. While these events introduce pupils to the business community, it was suggested that business representatives are not necessarily good educators, and that teachers were better at imparting knowledge and facilitating learning. Therefore, to ensure a successful outcome when schools engage with the business community schools need to be clear about what the objectives are and how they can best be met through this approach.

5.8 Future impacts of NEEP

5.8.1 *Likely impacts*

At the baseline we asked respondents to comment on the likely impacts of implementing their action plan. Responses included:

- increased awareness across staff and pupils
- enterprise embedded throughout the curriculum
- further development of enterprise within the school
- improved self esteem and aspirations for students
- increased understanding from staff of the role they all play in the enterprise agenda
- culture change in the school

Even at the early baseline stage, respondents were able to identify positive changes that could be directly attributable to NEEP. These included:

- more structured/organised approach than before
- increased engagement of the local communities – other schools and employers
- increase collaborative working within and across subject areas
- ability to raise the level of what can be achieved at KS4, ie pupils have already been exposed to enterprise which means revisiting KS4 curriculum

5.8.2 *Current impacts*

During our school visits and subsequent surveys, we explored the expected impacts in more detail. The following sections summarise the current and future impacts.

At the final interval we asked respondents to assess the impact of NEEP on a scale of 1 to 10 (where 1 was 'to no extent' and 10 was 'to a great extent'). The table below presents the overall findings.

Impact on students' school performance and understanding of their future plans

Table 5.9

Impact	Respondents (%)										Proportion scoring 7 + above (%)
	1	2	3	4	5	6	7	8	9	10	
Prepared students for the world of work (n=68)	0	0	0	3	9	15	27	28	10	9	74
Increased students enjoyment of school (n=68)	0	0	0	0	2	12	21	35	22	9	87
Made students think more about their future (n=68)	0	0	0	3	7	12	24	37	7	10	78
Helped students gain better grades in subject areas (n=65)	4	2	2	7	21	18	23	14	7	4	48
Prepared students from transition from KS3 to KS4 (n=65)	0	2	2	5	11	22	22	23	12	3	60
Allowed students to gain better understanding of local businesses (n=67)	0	2	5	3	6	21	15	27	16	6	64

NB: does not total 100 due to rounding

The impact on students' enjoyment of school (87% rated 7 and above) stands out from the rest of the impacts. Making students think more about their future (78%) and the world of work (74%) also scored highly. This is encouraging, as previously minimal curriculum time had been dedicated to this area until students were choosing GCSE subjects. Not surprisingly 'helping students gain better grades in subject areas' scored the lowest (48%), as this would be the most difficult to quantify at this early stage.

Following on from this assessment, we asked respondents whether NEEP was having a positive or negative impact on a range of classroom indicators. We used a five point scale from very negative impact through no impact to very positive impact. The table below presents the overall summary.

Impact on classroom indicators – All regions

Table 5.10

Classroom indicator	Respondents %		
	No impact	Positive impact	Very positive impact
Motivation (n=64)	3	72	25
Engagement (n=64)	5	62	34
Classroom performance (n=63)	10	78	13
Behaviour (n=64)	22	59	19
Attendance (n=64)	45	45	9

NB: does not total 100 due to rounding

For all classroom indicators, the majority cited a positive or very positive impact and no respondents highlighted a negative impact. Level of 'motivation' was highest at 97% positive or very positive impact, followed by 'engagement' at 95% and 'classroom performance' at 90%. The table below shows regional differences.

Regional breakdown on classroom indicators

Table 5.11

Classroom indicator	Respondents %								
	North East Impact			North West Impact			Yorkshire & Humber Impact		
	No	+ve	Very +ve	No	+ve	Very +ve	No	+ve	Very +ve
Motivation	0	67	33	11	72	17	0	77	23
Engagement	0	48	52	6	56	39	7	86	16
Classroom performance	5	74	21	17	78	6	8	81	12
Behaviour	20	50	30	22	72	6	23	58	19
Attendance	40	45	15	33	61	6	58	35	8

NB Does not total 100 due to rounding

In all regions motivation and engagement came out on top. The biggest difference from the overall response related to impact on attendance. In the North West this was significantly higher (68%) than the overall (54%); in Y&H it was lower (43%).

In addition to impact on classroom indicators we explored the extent to which NEEP funding has impacted on enterprise activities delivered at KS4.

The table below summarises the finding overall and shows the regional variations. These impacts had been highlighted during the baseline and interim consultation. In the final interval it was important to assess the proportion of respondents who also experienced these impacts.

Impact of NEEP funding on enterprise activity delivered at KS4

Table 5.12

Impact	Respondents (%)			
	All regions	North East	North West	Yorkshire & Humber
Embed enterprise more firmly at KS4	77	71	82	79
Student more willing to embrace enterprise at KS4	68	76	59	68
Revising KS4 enterprise offering	62	62	71	57
Focus on applying knowledge rather than building knowledge	53	67	65	36
Identified best practice from NEEP being applied to KS4	52	57	53	46
Higher level and higher value at KS4	38	52	41	25

The North East follows a similar trend to the overall scores, however they cite 'students willing to embrace enterprise at KS4' as top. They have also highlighted a much bigger impact on the 'higher level and higher value delivery at KS4' than the other regions ie 52% compared to a much lower 25% for Y&H.

The North West highlighted the highest level of impact for the ability to 'embed enterprise more firmly at KS4' (82%) followed by 'revising the KS4 enterprise offering' as a result (71%). In Y&H the impact trend was similar to overall with the exception of 'applying best practice' which was rated 4th compared to 5th for the North West and North East.

In addition to impact on of NEEP on KS4, we explored the extent to which NEEP funding has impacted on other enterprise activities. The table below summarises the finding overall and shows the regional variations. These impacts had been highlighted during the baseline and interim consultation. In the final interval it was important to assess the proportion of respondents who also experienced these impacts.

Impact of NEEP funding on other enterprise activities

Table 5.13

Enterprise Activity	Respondents (%)			
	All regions	North East	North West	Yorkshire & Humber
Improve and support enterprise activities at offering stages	85	58	83	93
Increased community and business engagement	68	68	72	64
Increased engagement with other schools	60	74	56	64
Assist the transition for pupils from primary to secondary schools	51	53	50	50

Both the North West and Y&H follow the same trend as overall, with the impact on other key stages highlighted as the greatest. In the North East 'engagement' was ranked highest (74%); this is corroborated with our school visits to the region which highlighted considerable engagement with feeder schools.

5.8.3 *Sustaining a culture of enterprise post NEEP*

The majority of schools started to plan how they would sustain a culture of enterprise and the impacts realised at the start of the project. During the baseline, respondents indicated that, to sustain a culture of enterprise in their school, the action plan would need to be embedded in the school development plan and that enterprise would need to become part of the SMT's strategic vision for the school. In addition they highlighted that it would be beneficial for the role of the enterprise champion to remain a crucial part in delivering the vision. In the previous feedback (section 5.4) we highlighted the extent to which this has been achieved.

At the final interval we specifically asked respondents a series of questions on sustainability in the longer term. The table below shows the overall response and regional variation. How schools would sustain a culture of enterprise post NEEP had been highlighted during the baseline and interim consultation.

In the final interval it was important to assess the proportion of respondents who felt these areas were applicable to their schools.

Sustaining a culture of enterprise in the longer term

Table 5.14

How they would sustain enterprise	Respondents (%)			
	All regions	North East	North West	Y&H
Ensure enterprise featured in the strategic vision for the school	97	95	100	97
Enterprise embedded in the curriculum	94	86	100	96
Continue to run sustainable events/projects	91	81	100	93
Build into the overall school action/development plan	90	91	95	86
Continue the enterprise champion role	93	95	91	93

These results are all very encouraging, with high proportions of respondents indicating how they would sustain enterprise in the longer term. In the North East the ability to continue to run sustainable event and projects scored the lowest; however 81% is still a very high score.

We explored sustainability during our visits and in general it was felt that funding would not be available in the future to run events at the same level. However the majority of schools indicated that they had made attempts to either transfer the knowledge to the enterprise champion or to purchase materials using the NEEP budget, to allow the projects to run to a lesser extent in the following years.

6 Pupil Experience

This section summarises the key findings of the baseline and final survey intervals for pupils in NEEP and counterfactual schools. Findings from the pupil focus groups conducted during school visits have been incorporated as appropriate.

Due to the different response rates from each region, the all region average response rates detailed throughout this section will be weighted toward the region that returned the highest proportion of the sample and is not a mean of the three regions for both NEEP participating schools and the counterfactual schools.

6.1 NEEP funded schools

At the final interval all schools were invited to respond to the NEEP pupil survey. In total 1800 pupil responses from 48 schools were received. From these responses, over 90% completed the majority of questions in the survey. Compared to previous surveys, this is the lowest response rate in terms of pupils and schools. This could be caused by 'survey fatigue' ie the gap between interval 2 and the final survey was insufficient.

The response rate for each region for the final survey is detailed below:

- North East 8.0% (144 pupils)
- North West 38.4% (690 pupils)
- Y&H 53.6% (966 pupils)

In both the previous surveys the North West had the highest response rates with Y&H lagging behind. In this final interval Y&H had the highest response rate with fewest coming from the North East. We believe this may have related to the funding and payment schedules in different regions - Y&H schools had still to receive their final funding instalment when the final interval survey was carried out.

This level of response still allows for segmentation of gender and region with any regional variances being summarised throughout each section. However, at baseline there were insufficient responses from Y&H to provide information relating specifically to that region, therefore we are not able to robustly compare the baseline with the final interval data for this region. It is also important to note that the all-region averages were made up of predominantly North East and North West responses at the baseline, with limited input from Y&H. Therefore the final averages may be skewed by the high responses from Y&H at final interval.

Of the total respondents, 47.4% were boys and 52.6% were girls. In both the North East and North West more than half of respondents were boys (57.6% and 52.5% respectively) whereas within Y&H 57.8% of respondents were girls.

Of the total respondents, 60% recalled completing the previous surveys.

6.1.1 Understanding and readiness for the world of work

The number of NEEP pupil respondents that have some form of part-time job has increased steadily since the baseline (ie movement from 26% to 44%). Both the North West and Y&H have seen rises by over 10 percentage points whereas the North East has remained at a similar level to the baseline. The types of jobs that pupils have include:

- babysitting 39%
- paper round 20%
- dog walking 17%
- shop work 11%
- sports related 11%

- waiter/waitress 7%
- volunteer work 7%
- cleaner 5%
- other : 19%
 - car wash
 - housework/odd jobs at home
 - help at hairdresser
 - modelling
 - farming/horticulture
 - kitchen porter
 - work with kids (football/dance clubs)

The types of jobs remained consistent across the three regions and across all survey intervals.

We asked pupils to rate the extent to which they agreed or disagreed with a range of statements that relate to the impact of classroom/schoolwork. When compared to the baseline results we found:

- 49% agree or strongly agree that schoolwork helped them understand more about the skills required to set up a business. This represents a drop from the baseline (56%).
- 62% either agree or strongly agree that they have been encouraged to *consider a range of routes to employment when they left school*, which is consistent with the baseline findings where 63% agreed or strongly agreed. Both the North East and the North West had an increase compared to the baseline results by 7% and 6% respectively. Both boys and girls were consistent in how they perceived this.
- 40% either disagree or strongly disagree that *classroom work had made them realise that they didn't want to work for themselves*. This has improved since the baseline (44%) with fewer respondents disagreeing or disagreeing strongly. There is a significant variance amongst the genders with 45% of boys either disagreeing or strongly disagreeing with the statement compared to 36% of girls. At the baseline there was a 5% gap between males and females – this has now increased to 10% giving further evidence that boys seem more 'switched on' or attracted to the concept of being their own boss.
- 64% of pupils agree or strongly agree that *schoolwork has provided them with a better understanding of the world of work*. Whilst this represents a drop of 5% compared to the baseline all-region findings, both the North East and North West show a 1% increase in the pupils agreeing or strongly agreeing when compared to the baseline finding. There was minimal variation between genders.
- 37% either agree or strongly agree that *they have developed a business idea as a result of schoolwork*, which represents an 8% decrease when compared to the baseline findings. There was little variation across the three regions. There is a noticeable difference in the way boys responded compared to girls, with 39% of boys agreeing or strongly agreeing compared to 34% of girls – this represents a decrease across genders, 8% for boys and 6% for girls. This further reflects the findings from earlier questions in relation to attractiveness of working for yourself and the likelihood of them considering this route in the future.

- 69% either agree or strongly agree that they have *a better understanding of the career path they want to follow as a result of schoolwork*. Although this represents a 6% drop compared to baseline findings, the biggest drop was in Y&H (11%), with the other regions remaining consistent with the baseline. Slightly more girls (2%) than boys agreed or strongly agreed with the statement.
- 36% either agreed or strongly agreed that *they know how to develop a business idea as a result of schoolwork*. This represents a decrease of 7% when compared to the baseline findings. As above, this decrease is predominantly due to the drop of 10% in Y&H. There was a significant gender difference with 42% of boys compared to only 30% of girls that either agree or strongly agree with this statement.
- 66% either agree or strongly agree that *schoolwork has helped them understand more about the skills needed for work*. This represents a decrease of 5% compared to the baseline. Again this related to Y&H who dropped from 70% to 61%. North East and North West results were consistent with the baseline. There was a variance of 2% between boys and girls, which was in line with the findings from the baseline survey.
- 46% agree or strongly agree that *as a result of schoolwork they have developed the skills they will need for the world of work*, which is 7% lower than the baseline finding. The variance across the three regions following the baseline analysis was +/- 1% however at this final interval Y&H were 10% lower. The gap between girls and boys at the baseline was 7% but this gap is closing with the difference being only 3% at the final interval survey.
- 72% agree or strongly agree that *they are more aware of how each of their subjects relates to the real world*. At the overall region level there is very little variance compared to the baseline. There have however been significant changes at a regional level with the North East and North West showing increases of 16% and 6% respectively whilst Y&H have a decrease of 10% compared to baseline findings. There was minor variation between girls and boys; this represents no change from the baseline.
- 72.4% agree or strongly agree that *schoolwork has helped them understand more about what to expect when they leave school*. This is 5% lower than the baseline finding. The North East and North West have remained in-line with their baseline findings however there has been a 13% drop in Yorkshire & Humber in relation to the percentage of pupils agreeing or strongly agreeing with the statement. The variance between boys and girls is less than 1%, which is consistent with the baseline findings.

Overall, findings are consistent with the baseline for North East and North West, with some themes showing slight positive shifts. In the majority of areas Y&H has decreased considerably, and because they accounted for the highest proportion of responses at the final interval this impacted negatively of the overall findings.

6.1.2 Opportunity to develop enterprise skills at school

Pupils were also asked to rate the level of opportunity they had in school to develop a range of enterprise skills. The table below demonstrates the findings from the final interval survey and details the variance in comparison to the baseline findings, in relation to the percentage of pupils that scored the level of opportunity as 8 or above out of 10:

Enterprise skills development in school

Table 6.1

	Percentage scoring 8 or above (%)							
	Average across all regions	Variance compared to baseline all regions	North East	Variance compared to baseline North East	North West	Variance compared to baseline North West	Yorkshire and Humber	Variance compared to baseline Yorkshire and Humber
Team working	56%	0%	53%	-5%	62%	7%	50%	-6%
Literacy	51%	-2%	56%	5%	52%	-2%	48%	-3%
Numeracy	58%	2%	58%	6%	62%	3%	52%	-3%
IT Literacy	47%	0%	54%	8%	51%	3%	42%	-5%
Negotiation	31%	-7%	36%	-1%	32%	-6%	28%	-10%
Problem solving	46%	-3%	50%	2%	49%	0%	43%	-7%
Presentation	49%	-6%	57%	6%	53%	-4%	43%	-12%
Confidence	57%	-4%	70%	0%	60%	-1%	54%	-9%
Ability to try new things	64%	-2%	73%	-1%	68%	4%	60%	-8%
Interview techniques	47%	6%	39%	6%	37%	-4%	35%	-5%

The biggest variances in the North East sees positive shifts in relation to IT literacy (+8%), numeracy (+6%) and interview techniques (+6%). Pupils' opportunity to develop teamworking skills has dropped by 5%.

Within the North West the biggest positive variances can be seen with teamworking (+7%) and ability to try new things (+4%). The most significant negative variance was in relation to negotiating (-6%)

There were no positive shifts against the baseline findings within Y&H, with a lower percentage scoring 8 or above against the listed enterprise skills. The biggest variances were in negotiation (-10%) and presentation (-12%). Again the fact that Y&H accounts for over 50% of the final interval responses has impacted disproportionately on the overall response.

The negative shift is in contrast to the findings from the focus groups where pupils were able to articulate the skills of a successful entrepreneur, many of which are listed in the survey, and were also able to describe activities in the school that helped them to develop those skills.

6.1.3 Internet access

Overall across the regions less than 1% of respondents have no internet access at all.

Games continue to be the most popular reason that pupils use the internet (72%), though this is closely followed by research for school work (68%) and chat rooms (47%). This is similar across the regions with the exception of the North East where research for school projects was the top answer with 76% of respondents citing it.

As with previous intervals, the most noticeable difference between the genders was in relation to games and research for school projects/school work. 80% of boys selected games compared to 64% of girls, whilst 63% of boys selected research for school work compared to 73% of girls.

Across the three regions, 22% of respondents use the internet for buying and selling; this is a good indicator of entrepreneurial behaviour. In the final round of pupil focus groups this was recognised as an enterprising activity, which was a shift from the first round where pupils did not highlight it until prompted.

6.1.4 Attitudes towards enterprise

54% scored the attractiveness of being their own boss as 7 or above out of 10; this represents a slight decrease compared to the baseline (58%). This is not necessarily a negative indicator – it is likely that at the point of the baseline, being your own boss was something that pupils *thought* sounded attractive; as the year has progressed and they have been exposed to and learnt more about enterprise and entrepreneurship, some will have realised that it is not attractive to them.

Across the regions the North East has seen a slight increase from baseline (1%) while the Y&H has seen a noticeable drop from 55% to 48%.

In the baseline, more boys than girls saw being their own boss attractive; this continued to be a key trend throughout the surveys such that in the final interval 60% of boys scored this as 7 or above compared to 48% of girls.

Pupils had varying perceptions of what it would be like to be their own boss, the most common responses were:

- hard work
- more freedom/flexibility
- better pay
- stressful/pressurised
- increased responsibility
- more rewarding
- fun

These responses were common across the regions and genders.

We asked if working for themselves was something that they were likely to consider at some stage after leaving school. Across the combined regions 51% of respondents cited that it was something that they would consider; this is a slight increase in baseline findings. Regionally, North East remained unchanged (56%), and North West increased by 5% to 58%. Y&H decreased by 10% to 46%. A higher proportion of boys (58%) highlight that working for themselves is something that they are likely to consider compared to 47% of girls. This is consistent with baseline findings.

During the pupil focus groups we asked them what they thought were the essential skills and attributes required to be a successful entrepreneur. The following were cited:

- creativity

- perseverance
- risk taking
- confidence/self belief
- motivation
- communication
- initiative
- good business sense
- passionate
- organised
- persuasive

Pupils were able to relate these skills to schoolwork and classroom activities as well as enterprise activities. This is a positive indicator that enterprise is starting to embed into the curriculum.

During the focus groups all pupils could name a 'famous' entrepreneur – this is partly due to what they have been exposed to in the classroom but also largely due to television programmes like Dragon's Den and the Apprentice having an impact on knowledge and awareness.

At the final interval 46% of respondents knew of a family member who runs their own business, with no change for the baseline. When comparing the results for each of the regions there is a noticeable variance: 36% in the North East, 51% in the North West and 44% in Yorkshire or Humber.

To understand the level of awareness of enterprise in their own area we asked pupils to score on a scale of 1 to 10, how good the opportunities for starting their own business in their local area were. Almost a third of responses selected the 'don't know' option, with the next highest (13%) scoring it as 5. 19% rated 7 or more out of 10. This was fairly consistent across the three areas but there was a noticeable variance amongst the genders with only 27% of boys citing that they did not know compared to 38% of girls.

42% of respondents stated that they would know who to speak if they had a business idea. The following were given as examples of who the respondents would speak with:

- family member
- teacher
- friend
- others who run their own business
- careers advisor
- investors

There was some variance across the regions with the highest percentage of respondents in the North West (48%) followed by Y&H (39%) and the North East at 35%. There was little variance between the genders.

6.1.5 Awareness of enterprise activities

Just over half of survey respondents recalled particular school activities that made them think of the world of work – this is similar to the baseline. During our final school visits it became apparent that not all planned activity had been carried out, so this could help explain why there has not been a noticeable shift. The following list summarises the types of activity cited:

- subject specific activities (eg citizenship)
- presentations
- careers day
- enterprise day
- visit to University/college
- themed school days
- after school clubs (music/drama)
- mock interviews
- work experience
- wide mix of enterprise related activity (eg selling at stalls, school productions, dragons den etc)

At a regional level there is variance across the three. 56% of respondents in the North West could recall activities compared to 45% in the North East and Y&H.

Respondents were asked to score the impact of enterprise activities on a scale of 1 to 10, where 1 was no impact to 10 was the greatest impact. The table below demonstrates the findings

Impact of enterprise activities

Table 6.2

<i>On a scale of 1-10 please rate how these activities have:</i>	Respondents scoring 7 or above (%)			
	All Region	North East	North West	Yorkshire and Humber
Helped prepare you for the world of work	40	40	46	35
Increased your enjoyment of school	46	54	50	41
Made you think more about your future	64	72	70	57
Helped you gain better grades in your subject areas	56	68	61	50
Prepared you for moving from Key stage 3 to key stage 4	54	63	58	46
Helped you gain a better understanding of business in your local community	45	50	48	41

Both the North East and the North West have consistently scored higher than Y&H across all the areas when looking at the impact of enterprise activities.

In the final interval only 24% of respondents cited that they were aware of promotional material within their school that raised their awareness of enterprise. This has dropped considerably since the baseline survey. It is possible that if the same literature or promotional material has been in the school for the course of the year that students have become 'numb' to it as it will be familiar.

6.2 Counterfactual schools

In total, 270 schools were invited to respond to the survey. By the close of the final survey only 10 schools had one or more pupils complete the survey. From these

schools, 189 pupils responded to the questionnaire and 87% completed the survey. This response rate is considerably lower than the baseline in which 30 schools and 1,245 pupils responded.²

Of the total respondents 58% were boys and 42% were girls.

- North East 61.9% (117)
- North West 19.6% (37)
- Y&H 18.5% (35)

This response rate has allowed segmentation by gender; however, regional differences are difficult given the low number of schools responding.

Only 17% of respondents recall completing previous surveys, therefore it will not be possible to draw any meaningful conclusions from the baseline findings.

6.2.1 Understanding and readiness for the world of work

The number of pupil respondents that have some form of part time job has increased over each of the survey intervals. At the baseline measure 26% of respondents cited that they had a part time job whilst at this final interval 46% cite having some form of part time work. The types of jobs that pupils have include:

- babysitting 36.8%
- paper round 14.9%
- dog walking 18.4%
- shop work 12.6%
- sports related 10.3%
- waiter/waitress 4.6%
- volunteer work 4.6%
- cleaner 4.6%
- other : 11.5%
 - garage work
 - promotional work
 - bakery
 - horse care
 - hairdressing

The types of jobs remained consistent across the three regions and across all survey intervals, and are also consistent with the NEEP school pupils.

We asked pupils to rate the extent to which they agree/disagree with a range of statements which related to the impact of classroom/schoolwork. Findings are summarised as follows:

- 55% either agree or strongly agree that *schoolwork helped them understand more about the skills required to set up a business*. There was minimal difference between genders. NEEP schools had a slightly lower response (49%); however, the impact of Y&H has skewed these results.

² Unlike NEEP schools, counterfactual schools were not chased for responses as we have no collateral to encourage them to complete the survey – completion was left up to choice and the final response was expected to be low ie survey fatigue

- 62% agree or strongly agree that *they were encouraged to consider a range of routes to employment when they left school*; only 13% either disagree or strongly disagree. There was a 10% variance between boys (59%) and girls (69%). At an all region level the proportion agreeing or strongly agreeing is the same as the NEEP school respondents. However the skewing impact of Y&H on the NEEP findings indicates that NEEP schools will be higher.
- only 23% either agree or strongly agree that *schoolwork has made them realise they don't want to work for themselves*. A higher proportion of girls (27%) agree or strongly agree with this statement compared to boys 21%.
- 61% agree or strongly agree that *schoolwork has provided them with a better understanding of the world of work*, with very few disagreeing or strongly disagreeing (14%). There was a significant variance between the genders with 55% of boys agreeing or strongly agreeing compared to 69% of girls. At an all region level a slightly higher proportion of NEEP respondents agreed or strongly agreed with this statement (64%)
- 33% agree or strongly agree that they *have developed a business idea as a result of schoolwork* whilst 37% were undecided. There was very little variance between the gender. At an all region level a slightly higher proportion of NEEP respondents agreed or strongly agreed with this statement (36%)
- 66% agree or strongly agree that they have *a better understanding of the career path they want to follow as a result of schoolwork* with only 11% disagreeing or strongly disagreeing. The difference in response between boys and girls was minimal. This represents no change to the baseline findings.
- although a high proportion of respondents (36%) were undecided whether *they know how to develop a business idea as a result of schoolwork*, a further 36% agree or agree strongly with this statement. A higher percentage of boys were in agreement 39% compared to 33% of girls. At an all region level the ratio agreeing or strongly agreeing is the same for both NEEP and counterfactual respondents.
- 67% agree or strongly agree that *schoolwork has helped them understand more about the skills needed for work*. Again at an all region level the proportion agreeing or strongly agreeing is the same when comparing NEEP and counterfactual findings
- 47% agree or strongly agree that *as a result of schoolwork they have developed the skills they will need for the world of work*. 51% of boys agreed or strongly agreed with the statement compared to only 43% of girls. There is only a 1% variance between the percentage of respondents agreeing or strongly agreeing when comparing the NEEP and counterfactual results.
- 70% agree or strongly agree that *they are more aware of how each of their subjects relates to the real world*; a further 17% are undecided. 71% of respondents in the North East agreed or strongly agreed, compared with 55% in the North West and 83% in Y&H. There was a 7% variation amongst the genders with 69% of boys agreeing or strongly agreeing compared to 62% of girls. There was 1% variance between NEEP and counterfactual.

- 71% agree or strongly agree that that *schoolwork has helped them understand more about what to expect when they leave school*. There was noticeable variation between the genders with 78% of girls agreeing or strongly agreeing compared to 66% of boys. NEEP and counterfactual school differed by 1%

At first glance it could appear that respondents from the counterfactual group across the regions are comparing favourably with NEEP schools; however, if we discount for the skewing impact that Y&H final interval responses have had on NEEP schools, this would indicate that NEEP schools score more positively across the key measures. In addition, the North East counterfactual group make up 62% of total counterfactual respondents. Where there has been a high proportion of respondents in the North East either agreeing/strongly agreeing or disagreeing/strongly disagreeing this has artificially inflated the 'all region' average.

6.2.2 Opportunity to develop enterprise skills at school

Pupils were asked to rate the level of opportunity they had in school to develop a range of enterprise skills. The following table presents the findings from the final interval survey and details the variance in comparison to the baseline findings, in relation to the percentage of pupils that scored the level of opportunity as 8 or above out of 10.

Enterprise skills development in school

Table 6.3

	Percentage scoring 8 or above							
	Average across all regions	Variance compared to baseline all regions	North East	Variance compared to baseline North east	North West	Variance compared to baseline North West	Yorkshire and Humber	Variance compared to baseline Yorkshire and Humber
Team working	42%	-12%	35%	-20%	54%	0%	45%	N/A
Literacy	42%	-8%	46%	-1%	26%	-27%	52%	N/A
Numeracy	51%	-5%	57%	-2%	40%	-13%	45%	N/A
IT Literacy	41%	-5%	41%	-9%	35%	-7%	46%	N/A
Negotiation	37%	4%	40%	3%	28%	0%	38%	N/A
Problem solving	39%	-7%	43%	-7%	31%	-11%	35%	N/A
Presentation	43%	-8%	39%	-10%	54%	1%	34%	N/A
Confidence	47%	-12%	50%	-9%	54%	16%	28%	N/A
Ability to try new things	51%	-14%	53%	-15%	57%	-4%	41%	N/A
Interview techniques	33%	-9%	34%	-11%	40%	1%	26%	N/A

The biggest variances in the North East counterfactual school group see a negative shift in relation to team working, ability to try new things and interview techniques. The only positive shift in the North East was negotiation. This is in stark contrast to the NEEP school respondents in the North East where several positive shifts were realised.

Within the North West the largest variances can be seen with a negative shift in relation to literacy, numeracy and problem solving. The most noticeable positive shift is in relation to confidence, which has increased by 16% against the baseline findings.

In Y&H the baseline data was insufficient to draw any meaningful comparisons.

When comparing the results between NEEP schools and counterfactual schools, those engaged with NEEP consistently score higher than those who aren't, demonstrating the positive impact that NEEP funding and related activities are having on enterprise skills development.

6.2.3 Internet access

The percentage of pupils reporting that they have no access to the internet has dropped from the baseline position of 3% to 1% at the final interval survey. The North West has seen this drop from 4% down to 0%. Games remain as the most popular reason that pupils use the internet (78%), though this is closely followed by research for school work (55%) and chat rooms (48%); this repeats the trend of the NEEP schools.

6.2.4 Attitudes towards enterprise

We asked the pupils at the counterfactual schools how attractive they found the idea of being their own boss on a scale of one to ten (where 1 was not attractive and 10 was very attractive). 46% of respondents scored this at 7 or above, 7% lower than NEEP pupils. There was a significant variance between the genders – 55% of boys scored this 7 or above compared to 34% of girls. This represents a similar gender gap to NEEP school pupils.

When the pupils were asked what their perceptions of being their own boss were, the most common responses were:

- gives better opportunities
- better pay
- enjoyable
- gives freedom/flexibility
- hard work
- more control
- independence
- stressful

These responses were common across the regions and genders, and are similar to responses received by pupils in NEEP schools.

We asked pupils if working for themselves was something that they were likely to consider at some point after leaving school. 46% of respondents stated that it would be. This is 6% lower than the response received from pupils from NEEP participating schools.

The gender trend is the same amongst the counterfactual school pupils as it was with NEEP pupils. 47% of boys state that working for themselves is something that they are likely to consider, compared to 39% of girls. When comparing this to the NEEP schools, although girls have consistently scored lower for this than boys, a higher proportion of girls from NEEP schools are considering being their own boss compared to boys at the counterfactual schools. This may suggest that NEEP is having an impact in engaging girls in enterprise.

Overall, across the three regions 40% of respondents know of a family member who runs their own business compared with 46% of NEEP school students. In addition, 29% knew somebody outside their immediate family compared to 38% in NEEP schools.

We asked pupils to rate on a scale of 1 to 10, where 1 was extremely poor and 10 was extremely good, how good the opportunities for starting a business in their local area were. 41% of respondents selected the 'don't know' option, with the next highest (14.5%) scored it as 5. When looking at the findings from the NEEP participating school pupils a far lower proportion (33%) selected the 'don't know' option suggesting that there is a better level of awareness amongst the pupils from NEEP participating schools.

42% of pupils indicated that they would know who to speak to if they had a business idea; this is slightly lower than NEEP. The following were given as examples:

- family member
- teacher
- job centre
- others who run their own business
- research on internet
- careers advisor

6.2.5 Awareness of enterprise activities

Only 36% of respondents from counterfactual school could recall particular activities that they have participated in at school that have made them think of the world of work, compared to the NEEP school respondents where over half of respondents could recall an activity. This indicates that NEEP funded activity and the catalyst of NEEP funding is having an impact within schools. The following list summarises the types of activity cited:

- enterprise activity day
- Christmas challenge
- charity work in school
- activity centre visit
- visit to University/College
- work experience
- being a buddy for other pupils
- options evening

Respondents were asked to score the impact of enterprise activities on a scale of 1 to 10, where 1 was no impact to 10 was the greatest impact. The table below presents the findings.

Impact of enterprise activities

Table 6.4

On a scale of 1-10 please rate how these activities have:	Percentage scoring 7 or above			
	All area average	North East	North West	Yorkshire and Humber
Helped prepare you for the world of work	37	37	36	40
Increased your enjoyment of school	30	31	36	22
Made you think more about your future	61	65	56	49
Helped you gain better grades in your subject areas	49	53	47	38
Prepared you for moving from key stage 3 to key stage 4	50	54	49	38
Helped you gain a better understanding business in your local community	42	45	31	46

We also asked pupils if there was a particular subject area that had made them think more about enterprise or working for themselves. From the counterfactual schools, 38% of all respondents stated that there were particular subject areas, which is slightly higher than the response from NEEP school pupils. Business studies was the most commonly cited subject, although most were mentioned. In a reversal of the findings from the NEEP school respondents, a far higher proportion of girls (43%) had indicated recalling a subject compared to boys (35%).

Only 12% of respondents reported that they were aware of promotional material within their school that raised their awareness of enterprise or working for themselves, compared to 23% of respondents from NEEP schools.

7 Impact and Strategic Added Value (SAV)

It is too soon to tell the impact that NEEP funded activities will have on the young people whose schools participated in NEEP in 2007-08, except in terms of their immediate reactions to the activities and their present attitudes to enterprise. The full extent of any impact on this group of young people may not be realised for many years.

However, the rationale for NEEP was not to improve attitudes to enterprise in a single cohort of KS3 students over the course of a single year. The rationale was much more ambitious – to change the culture within schools so that enterprise is embedded across all aspects of the schools' life. By achieving this goal, NEEP also aimed to improve enterprise skills and attitudes in all future generations passing through NEEP schools.

Therefore, to measure the true impact of NEEP on the young people who pass through the schools will require a large-scale longitudinal study that tracks this KS3 cohort and a series of future KS3 cohorts over a number of years.

What we are able to do in this evaluation is to look for the proxy indicators that suggest these improvements in enterprise skills and attitudes will be realised in the longer term. Whilst we have gathered data on pupils' enterprise skills and attitudes, and these tend to indicate positive shifts, the most valuable indicators over the short timeframe of this evaluation relate to the changes being made in schools' culture and infrastructure. These indicators also provide a picture of the strategic added value (SAV) that NEEP has delivered.

7.1 Cultural change

Our findings indicate that NEEP has driven a genuine cultural change within participant schools. Even in some schools that rated highly on the enterprise index, at the start of NEEP the enterprise champions sometimes reported feeling like a lone voice. In schools less tuned into enterprise at the beginning this was almost always the case. Enterprise champions described enterprise as being a niche activity, rather than being embedded across all parts of the curriculum – they were often the person 'on their soap-box' that other school staff left to get on with enterprise.

Having some ring-fenced funding – albeit a modest sum – enabled enterprise champions to capture the attention of their colleagues and encourage them to get involved in enterprise.

The change reported by enterprise champions is profound. Enterprise has moved from being 'their baby' to being everyone's business. Whole school approaches, large scale CPD and incorporating enterprise into all subject areas is becoming the norm amongst NEEP schools. Enterprise champions report that this has created an energy and enthusiasm for enterprise amongst colleagues that did not exist before. As colleagues have learned about enterprise and seen how it can help enliven their subject, they have bought into it.

In some schools, the enterprise champion now has a seat at the management team, which they did not have before.

7.2 Catalytic effect of ring-fenced funding

The funding associated with NEEP was modest compared with a school's total budget. However, it was ring-fenced to ensure it was invested in KS3 enterprise according to the NEEP action plan. KS4 funding in schools is not ring-fenced, therefore enterprise must compete with other priorities and pressures on the school budget.

Ring-fencing the money protected it for its intended purpose, thereby giving enterprise champions a 'carrot' to encourage other colleagues to get involved. Alongside the ring-fencing, NEEP funding came with monitoring and management requirements attached. This combination focussed the energy and effort of the enterprise champion and the school – on the basis of 'use it or lose it' – and enabled a small amount of money to drive fundamental and rapid change in organisational culture.

7.3 Synergies and communities of practice

NEEP has driven the creation of communities of practice in enterprise in a number of ways:

- consortia of schools working together
- schools and enterprise champions networking across their locality and region
- schools and enterprise champions networking with colleagues from other Northern Way regions

In all of these cases, schools and enterprise champions have shared experiences, learning and good practice. Some schools have made their materials available to other schools.

These activities create synergies arising from:

- learning from each other
- replicating activities/approaches that have worked well
- avoiding the pitfalls that others have experienced
- re-using materials and approaches that have already been tested
- saving time on development of materials

Together these synergies drive up the quality of materials and activities undertaken by enterprise champions by stripping out the non-value-adding and maximising the value-adding.

The communities of practice have also created a critical mass of like-minded people and schools who can support each other and also those who are planning to embark on an enterprise journey. For example in the north east, a KS5 enterprise project is being planned; enterprise champions from NEEP schools will act as mentors and buddies for the schools and colleges participating in this new project.

7.4 Regional leadership

In addition to creating communities of practice at the school and enterprise champion level, NEEP has also created a community of practice at a regional level. The RDA partners have developed a shared vision for enterprise in schools, despite schools' enterprise having differing levels of priority for each RDA. The partners have worked together throughout the life of NEEP to develop the programme and influence policymakers at a national level. NEEP leaves a legacy of clarity of vision amongst RDA partners that they can share with the wider regional communities and at a national level.

There has been a strong working relationship and shared vision amongst the managing organisations too. Each has followed different organisational and governance models, but all have collaborated to develop consistent approaches to NEEP. This has created synergies, with different regions not inventing their own approaches and paperwork. Each managing organisation has also participated in events in other regions to support their counterparts. This has created a strong operational leadership model, which has allowed the sharing of good practice and lessons learned across the whole of the north of England.

7.5 Sustainable legacy

In line with the cultural shift driven by NEEP, we have observed a move towards a sustainable approach to enterprise. Pre-NEEP, many schools purchased 'bolt-on' enterprise activities rather than investing in a sustainable whole school enterprise approach. NEEP's focus on CPD and sustainability has driven schools to move from this position, to:

- investing in CPD for a broad range of school staff, to upskill them and build their confidence around enterprise
- buying materials that can be used over and over again
- commissioning external providers to deliver one-off activities whilst also building capacity within the school staff to deliver the same activities in future
- investing time in developing materials that can be used by the school in the long term, and in some cases shared with other schools

This change of emphasis suggests that NEEP will leave a legacy of capacity, activity and culture that does not require funding to sustain.

7.6 Leverage

NEEP funding was conditional on being matched with funding for KS4 enterprise. The average NEEP funding allocation was £10,000, therefore this required at least the same to be ring-fenced for KS4. Given that KS4 funding is not normally ring-fenced, this ensured that in NEEP schools the KS4 funding was also protected. Enterprise champions stated that this would not normally have been the case.

In addition to leveraging ring-fenced funding for KS4 enterprise, enterprise champions reported that the NEEP funding leveraged higher quality KS4 enterprise activity. In short, because NEEP was supporting KS3 enterprise activity (which is not normally funded) it allowed schools to do things at KS3 that would normally take place at KS4 (if at all). Therefore schools were able to do different, higher value activities at KS4 to build on the investment at KS3. Whilst the funding would not be ring-fenced in future years, the cultural shift that NEEP has driven would suggest that enterprise activity (including the higher value activity at KS4) will be sustained, as it no longer relies on funding to make it happen.

8 Conclusions

Our conclusions are split into four themes:

- outcomes
- impacts
- process
- lessons learned

As a starting point for our conclusions, it is important to note that our findings indicate that the vast majority of this activity, and the consequent impacts, would not have happened without NEEP funding. Even schools that started from a high base in terms of enterprise used the NEEP funding to fund additional activity that would not have happened if NEEP had not existed.

8.1 Outcomes

Data from managing organisations show that NEEP funding achieved the following outcomes, in terms of people 'touched' by NEEP:

- 143,157 KS3 pupils involved in NEEP funded enterprise activities
- 5,721 teachers, enterprise champions and other school staff participating in more than 6 hours of CPD and training relating to enterprise

This is split across the regions as follows:

North East

- 64,193 pupils
- 4,087 school staff

North West

- 63,684 pupils
- 631 school staff

Y&H

- 41,470 pupils
- 1,003 school staff

These are large numbers of pupils and school staff that would not have been involved in enterprise without NEEP funding. We particularly note the number of school staff involved. This indicates a strong shift away from enterprise being a niche issue – one person's soapbox – to enterprise permeating the whole school. This is particularly important for future sustainability, as the enterprise culture will no longer rely on one or two enthusiasts.

8.2 Impacts

8.2.1 School culture

The findings from the teacher/enterprise champion survey indicate that enterprise culture is changing in many of the schools. If sustainability of enterprise at KS3 – and indeed throughout the whole school – is to be achieved, this change in culture must continue. The approach taken by the majority of respondent schools has ensured the engagement of all departments throughout the school; including involvement of the senior management team in developing, delivering and embedding their NEEP action plan. By engaging and involving a cross section of the school this has helped accelerate culture change and moved enterprise from a niche interest to a core part of the school's curriculum and life.

CPD activity is another important aspect of NEEP that has contributed to the shift in culture. CPD has been used in schools to demonstrate how enterprise can 'fit' within any subject area, especially in those subjects that would not traditionally have been associated with enterprise. This has increased the level of knowledge, awareness and buy-in from staff, to the extent that lesson plans and curricula are being rewritten to incorporate enterprise.

8.2.2 Pupil attitudes, behaviours and performance

From an early stage teachers reported impacts on pupils' motivation, behaviour, classroom performance and particularly engagement in enterprise activities. Teachers have highlighted that the activities that have resulted from NEEP have enabled pupils to be:

- more prepared for the world of work
- increased pupil enjoyment of school
- prepared pupils for the transition from KS3 to KS4
- made them think more about their future

Anecdotally, teachers were certain that in the future NEEP would have an impact on students' grades, but highlighted this as a longer term outcome.

8.2.3 Student engagement

Enterprise has proven to be a valuable tool for re-engaging students that were previously at risk of disengagement. NEEP and the associated activities have given schools the opportunity to be creative and innovative with learning approaches. NEEP has enabled schools to create new vocational learning opportunities for individuals, as well as providing increased understanding in traditional subject areas as to how these subjects and associated skills equip pupils for the world of work.

Within the context of special schools, the level of disengagement is particularly high. Teachers emphasised the importance of the core skills which enterprise embodies, in ensuring these pupils have the life skills to enable them to interact more effectively in the community in the future.

8.2.4 Gender differences

One of the findings that has remained consistent from the baseline is that boys seem to be more tuned into enterprise than girls. There continues to be a significant difference in the proportion of boys who find the idea of being their own boss attractive when compared to girls; although perceptions of what being your own boss meant were consistent amongst the gender groups. These findings remained consistent between the NEEP and counterfactual respondents.

A higher proportion of boys believe that school work has taught them how to develop a business idea and has provided them with a better understanding of the world of work.

The findings suggest that although boys and girls are taught the same things, in the same way, boys seem to find it easier relating this learning to enterprise and the world of work.

8.2.5 Bridging between primary and KS4 enterprise

NEEP funding has created a bridge between enterprise activity at KS2 in primary schools and KS4 activity. In many schools there was a gap at KS3 in relation to enterprise, and NEEP enabled schools to:

- maintain momentum built at KS2 and build on this through KS3 activities
- develop the enterprise agenda and embed it in the curriculum at KS3
- further develop their KS4 enterprise approaches, building on new delivery at KS3 (activity that was previously have been delivered at KS4 is now delivered at KS3, so schools can now do more at KS4)

This has led to a whole school approach to enterprise that didn't exist in many of the NEEP schools before NEEP. It has also stimulated schools to work with their feeder primary schools to align and build on KS2 enterprise in KS3.

8.2.6 Community engagement

Many schools have reported increased contact with the local business community, which has helped to create a growing understanding of how this can benefit both the schools and businesses. Schools are now more proactive in inviting 'speakers' in from local businesses to talk to the students and share advice and experiences.

Enterprise based projects were also being used as a means to engage parents in their childrens' education as well as to improve community relation, especially in instances where the school has a perceived 'low standing' in the community. By engaging parents, schools hope that this will further reinforce the 'enterprise message' with students hearing about enterprise at school and at home.

8.2.7 The enterprise champion

During our discussions with senior management team members it became clear that the role of enterprise champion was valued and seen as a key to the success of NEEP. Having a resource that could dedicate time to co-ordinating activities, securing buy in and supporting others within the school, has helped ensure that schools can and have made positive progress in achieving their action plan aims.

Post NEEP, 93% of respondent schools stated that they intend to continue the role. In some instances, schools have seen so much value in the role that they are intending to introduce subject specific enterprise champions.

8.2.8 Impacts for special schools

Anecdotally NEEP was viewed as having a significant impact on special schools³ particularly in relation to the school's ability to engage pupils in activities that would increase and improve their life skills. For children with Autism, which now accounts for around 50% in some of the schools we visited, the communication and teamworking elements of enterprise skills were deemed the most important. Teachers were keen to point out that the 'interactive' nature of enterprise activities was an excellent fit with their existing activities.

8.2.9 Catalytic role of NEEP

NEEP has performed a powerful catalytic role for schools. The funding associated with NEEP was modest (on a per school basis) and of finite lifespan; guidance was clear that NEEP funding should lead to sustainable change. Despite the relatively small amounts of funding, NEEP has driven surprisingly rapid cultural change in many of the participating schools. Enterprise is now embedded in the curriculum and is seen as everybody's business. For most schools, the activity funded by NEEP will be sustained, because the investment has concentrated on:

- raising awareness and enthusiasm amongst staff
- upskilling across the school
- building enterprise into lesson plans and curriculum materials
- developing materials and activities for repeat use

NEEP has moved enterprise from a bolt-on, off-timetable activity to living at the heart of all aspects of many schools' teaching. Enterprise champions have engaged so many of their staff colleagues and built their capacity to teach enterprise, that the schools now have a legacy of staff who are willing and able to teach enterprise within their subject.

This ensures that a school's commitment to enterprise is no longer dependent on one person. If the enterprise champion moves on, as some inevitably will, the school has a cadre of staff committed to enterprise as a core element of their teaching.

So, why has such modest funding had this profound effect on schools in such a short space of time? It appears from our findings that a number of factors contributed:

- consultancy support – having an enterprise advisor up-front to help schools think about how to maximise the value of the opportunity
- the action planning process – focusing the school on how they would embed enterprise and committing them to action
- ring-fenced, time-bound funding – funding could not be used elsewhere and needed to be used within a fixed timeframe for the actions described in the action plan
- monitoring – keeping schools on track by requiring them to provide monitoring information and participate in monitoring visits; timelines couldn't slip in those circumstance
- phased funding – providing sufficient funding to kick-start activities but maintaining momentum by making final funding contingent on successful progress

³ We visited 4 special schools at the final interval, conducted interviews with teachers and 5 pupil focus groups

Together these aspects created a strong focus and sense of urgency for schools. Whilst some found the process bureaucratic, they were left in no doubt of the timelines and expectations attached to the funding. In a busy school, it is all too easy to let planning, deadlines and timings slip as a result of competing priorities. The funding and monitoring structure of the NEEP model placed enterprise firmly on schools' priorities, and ensured that schools extracted maximum value from their funding.

8.2.10 Ring-fenced funding

As well as contributing to NEEP's catalytic role, the ring-fenced nature of the funding was also important in spreading the enterprise message across the school. Enterprise champions had a pot of funding that could not be vired elsewhere, and this gave them power and influence when trying to encourage their colleagues to buy in to enterprise.

Without funding, the enterprise champions would have had to rely on their powers of persuasion to convince colleagues to get involved. Whilst we observed that many of the enterprise champions have very well-developed powers of persuasion, access to funding gives them an additional lever for engaging their colleagues. Staff were able to see that NEEP provided resource to help develop their skills and classroom materials to enable them to embed enterprise in their subject. This is a much easier 'sell' than trying to persuade colleagues to do so without resource or support.

Secondly, the NEEP funding model required schools to match the NEEP money with a similar amount for KS4. KS4 funding is not usually ring-fenced, but in effect NEEP caused it to be ring-fenced. This meant that KS4 activity was assured in the school, and that allowed a coherent whole school approach to be developed.

8.2.11 Creation of communities of practice

NEEP has created communities of practice for schools enterprise across the north of England. Teachers and enterprise champions have met and learned together, either in consortia or in wider networking groups. This has created a critical mass of people who are genuine champions for enterprise in each region and across the regions – they have shared good practice and resources, and ensured that colleagues avoid duplicating and reinventing practice.

These people have access to their wider network for the benefit of their own school, and could also be used very positively at a regional level as:

- advocates for enterprise in schools
- mentors and buddies for schools that are trying to improve their enterprise culture
- a sounding board for policymakers and RDA staff, for testing ideas for new projects and approaches

8.2.12 Regional leadership and vision

NEEP has created a vision for schools' enterprise across the whole of the north of England, and galvanised people in schools and the RDAs to embed enterprise across the school.

By taking a genuinely collaborative approach to NEEP, the three RDAs have been able to present a united and clear vision across all three of their regions, and create a project of sufficient scale to produce meaningful results. By testing out different approaches, and learning from the experience, the RDAs now have a strong platform for:

- designing other interventions to complement NEEP and deepen its reach across the regions
- influencing policymakers about how to drive a rapid cultural change that sees enterprise embedded across the whole school

8.2.13 [Role of the enterprise champion](#)

The conditions of NEEP required schools to have an enterprise champion in place. Often this was a member of staff already interested in enterprise who was either nominated or volunteered to the role, often on top of their existing day job.

The enterprise champion provided the leadership and focal point for NEEP – the person who would persuade and influence other colleagues and would drive the activities in the action plan. This was pivotal – the funding and monitoring process gave a sense of urgency and structure to NEEP, but it also needed a single individual to drive it and take responsibility within the schools.

This is an important lesson for other schools and future programmes. Whilst the aim is to embed enterprise across the whole school, there needs to be someone who has responsibility for leading and driving the agenda.

8.2.14 [Regional differences](#)

The management models and approaches to enterprise advisor support were different in each region. We do not see marked performance differences between the regions that we can attribute to the management models (the main regional differences are attributable to differences in response rates at each interval and the impact of the floods of 2007 in Y&H). We therefore conclude that the management models all worked equally effectively.

It is possible that different elements in each region contributed to this overall consistent level of effectiveness. For example, in the North West there was ongoing involvement of the enterprise adviser, but fewer reporting milestones. In the North East and Y&H there was finite involvement of the enterprise adviser at the beginning, but more frequent reporting requirements. The overall effect was the same.

The pilot allowed for different management models to suit local circumstances, and our findings suggest that this is an appropriate approach – a combination of local sensitivity within a pan-regional strategic context. Each managing organisation knew its patch and had the flexibility to design an approach to suit. Any future national or multi-region initiatives should replicate this model.

8.2.15 Teamworking amongst partners

There has been genuine shared vision and commitment amongst the RDA partners and they have worked as a team with the regional managing organisations and the evaluators. This has enabled a number of benefits:

- clarity of vision and purpose – essential for leading an innovative process such as this
- commitment to agreed outcomes and process
- continuous learning and improvement – learning from experiences as the programme progressed, making course corrections as required, ensuring effort and ideas are shared across the partnership rather than reinventing the wheel in each region
- supporting each other with events and activities
- ability to respond to opportunities to influence policy on a collective basis – when one partner had an opportunity to meet with a policy maker or thought leader, they used the opportunity to influence on behalf of the partners as well as their own organisation
- agility in responding to challenges within the programme as they arose – so time and opportunities were not lost

This teamwork amongst the RDA partners was not limited to NEEP, but was a feature of their working together across all elements of the enterprise workstream. This approach has enabled them to deliver a pilot programme of significant scale that will therefore be useful in informing future policy. The partners have demonstrated how a cross-regional approach can work, eliminating regional competition and delivering enterprise gains across the north.

8.3 **Lessons learned – evaluation process**

During this evaluation, we have learned a number of lessons that will be useful for the design of similar programmes and evaluations in future.

8.3.1 Payment schedules

In the North East and North West, schools were paid their second (final) tranche of funding on submission of a satisfactory interim report. In Y&H, the second payment was conditional on a satisfactory final report, therefore schools were paid much later in Y&H. Whilst the rationale for earlier payment was sound – in terms of ensuring schools had the funding available to enact their action plans – we encountered difficulties in getting responses to our final surveys of teachers and pupils in those regions where payments were complete. We secured a faster response from Y&H at the final interval. We believe this is because schools had not yet received their final payment and therefore some may have assumed that their final payment was also conditional on participating in the surveys.

Given our difficulties overall in securing good response rates, it may be advisable to time evaluation intervals to fit with payment and reporting schedules in future. It may also be helpful to make participation in the evaluation a more explicit condition of funding.

8.3.2 Size of teacher sample

Our methodology included sampling 120 of the 315 teachers/enterprise champions. From these we hoped to achieve 50-60 responses. Our experience of engaging teachers in previous projects had suggested this would be achievable.

Unfortunately, this has been a difficulty in the later stages of the evaluation, with small numbers of teachers and enterprise champions willing to participate in later surveys/interviews. Had we invited all 300 teachers to participate in the sample, we believe we would have secured the desired number of responses.

In future, we would advocate inviting all teachers/enterprise champions to participate in the survey/interviews.

8.3.3 Evaluation timeframe and intervals

Our methodology included the following survey intervals over a 9 month period:

- baseline – June to July 07
- 2nd interval – October to November 07
- 3rd interval – March to April 08

The time between each interval was short, especially given the amount of chasing that was required to get satisfactory response rates. This led to inconclusive results in the 2nd interval. On reflection, 2 survey intervals (baseline and end of programme) would probably have been sufficient, with school visits peppered throughout the year.

8.3.4 Informal meetings with Managing Organisations

We had originally planned to conduct telephone interviews and visits with managing organisations at fixed intervals. However the opportunity arose for us to meet informally with them before every steering group. This enabled us to hear about their experiences and lessons learned in real-time. We would recommend this as a valuable technique for building trust and relationships with the managing organisations, which enabled us gather rich intelligence about how the programme was really working.

8.3.5 Engaging special schools

A number of schools for young people with special needs participated in NEEP. The large-scale survey techniques did not work well for pupils in this section of the NEEP community. We therefore relied on feedback gained during our visits to a sample of these schools.

In future, we would recommend school visits as the most appropriate method for examining the impact on schools for young people with special needs.