How much does the development of enterprise education contribute to the quality of a school?
- An initial study based on Ofsted Inspection reports and the perceptions of Head Teachers.

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Abstract

This small scale action research project investigates whether there is any evidence that developing enterprise teaching, learning and culture, can impact on the quality of education in a school (according to its Ofsted inspection and the perceptions of Head Teachers). It focuses on a cohort of primary schools involved in Derbyshire Ready, an enterprise education programme developed by Ready Unlimited, in partnership with Derbyshire County Council. The research involved reviewing Ofsted reports of schools involved in Derbyshire Ready between October 2012 and Nov 2013 (under the new Ofsted inspection framework). Comments about enterprise skills, activity, curriculum and culture were identified and categorised. A series of semi-structured interviews with Head Teachers who were implementing Derbyshire Ready was carried out. The Ofsted outcomes for Derbyshire Ready participating schools were compared to other Derbyshire Primary schools inspected over the same period. Schools involved in Derbyshire Ready were found to be more likely to have improved (in terms of their Ofsted judgement), and less likely to have deteriorated. Head Teachers involved in implementing the programme described how their involvement in Derbyshire Ready and developing enterprise in their school was impacting on children’s engagement in and attitudes towards school, as well as creating a curriculum and culture that provided purpose and context for children’s learning. These findings provide interesting and topical data to contribute to an ongoing debate about the value of enterprise education, and highlight its potential as a vehicle for improving the quality of, and engagement in, learning and education, as well its role in preparing young people for the world of work and business.
Introduction

Research into the impact of enterprise education is problematic and contradictory. Two recent reviews, a study into the impact of enterprise in Further and Higher Education (Department for Business, Innovation and Skills, 2013), and a review of the ‘Value and Direction’ of enterprise education (Coffait et al, 2012) highlight the challenges. Common observations are that the use of case study methodologies, a lack of longitudinal studies and a confusion of teaching styles, approaches and intended outcomes mean that the impact of enterprise education cannot be robustly understood or articulated.

The field of enterprise education has another ongoing dilemma – is the objective to make students ready for work and business, or is it to improve the quality of teaching, and engagement in learning, through enterprising pedagogy? Indeed, simply establishing what different practitioners mean when they refer to enterprise education can be controversial (Hytti & O Gorma, 2004).

Finally, for Head Teachers and teachers feeling the pressure of accountability measures, there is a potential opportunity cost related to investing time/resources into developing enterprise instead of, say, after school booster classes for core subjects, which may potentially have a much clearer impact on attainment (the key performance measure for schools), and the benefits be much more clearly attributed to the intervention - a crucial consideration in the age of ‘evidence based’ education (Department for Education, 2013).

However, enterprise education is not going away. A steady stream of reports from Ofsted (2008, 2008, 2011), business organisations (CBI, 2013), think tanks (IPPR North, 2014) and charities (The Princes Trust, 2014), assert that learning about and for the world of work and business should be a critical part of a 21st century education.

There is also renewed interest in the agenda from government, with 2014 seeing three significant publications. In February, ‘An Education System Fit for an Entrepreneur’ was issued from the All Party Parliamentary Group on Micro-Business, led by Ann Marie Morris MP. In April, Matthew Hancock, the then Minister for Skills and Enterprise, issued new statutory ‘Careers guidance and inspiration in schools’ with substantial mentions for enterprise education and entrepreneurial learning. Then in June, Lord Young, the Prime Minister’s Enterprise Advisor, published his review, ‘Enterprise for All,’ which made a raft of recommendations, from new Enterprise Advisors to support Head Teachers to develop enterprise, to the development of a digital Enterprise Passport for children and young people to log their experiences and skills.

But given that ‘pressure on the timetable’ (Pearson, 2014), was recently cited by educators as the biggest barrier impeding the development of enterprise education and entrepreneurial learning, expecting teachers to develop enterprise as another ‘bolt on’ is unrealistic. This leaves enterprise learning in danger of being confined to a few collapsed timetable days and an annual Global Entrepreneurship Week – contrary to the advice about effective provision put forward in the three government reports mentioned above.

The approach of my organisation, Ready Unlimited, is to work with teachers to develop enterprise through the curriculum, in order to enhance engagement in learning and improve the quality of education, as well as enable children and young people to learn about the world of work and business into which they will one day transfer their skills. We aim to contribute to the mission of school leaders to improve learning and achievement, and enhance engagement with subjects and topics by supporting teachers to design curricula in a more enterprising and entrepreneurial way.
However, this rationale - of using enterprise as a vehicle for improving engagement in learning and the quality of education - has not been extensively researched nor a case robustly made.

This small scale action research project intends to investigate two key questions:

1) Can developing enterprise help schools improve the quality of education, according to their Ofsted inspections?
2) What are schools getting out of developing enterprise education, according to the Head Teacher leading the school?

To explore these questions, I intend to investigate the evidence for the impact of one of our recent programmes, Derbyshire Ready, conducting a series of Head Teacher interviews to better understand what is happening for the schools involved. I will also analyse Ofsted reports to see whether there is any evidence that developing enterprise learning and culture is viewed by school inspectors as contributing to the quality of education. I will conduct a literature review, in particular to extend my knowledge about enterprise education and school improvement. I will analyse and present my findings and make recommendations for further study in my conclusions.

Whilst this is a small scale action research project, both the process and results will help inform my professional practice, and enable my organisation to contribute to the on-going debate about the value of enterprise education for educators and schools, as well as for young people, employers and the economy.
**Literature Review**

The recent Pearson report on the ‘value and direction’ of enterprise education (Coffait et al, 2012) highlights paradoxes in the perceptions about enterprise education and its impact in education. Part of its literature review states that there is good data on the perceptions of enterprise education and that teachers and lecturers value it highly (p10). But authors go on to assert that little is known about how impact varies between different types of delivery approaches and between different types of schools (p11). Also, the report illuminates the issues around the perceived outcomes of enterprise education. Insights from a focus group pointed to ‘enterprise teachers’ perceiving that the impact of enterprise education was more likely to help young people prepare for the labour market rather than achieve academically (p11). Given this, the authors raise the question as to how motivated schools will be to pursue enterprise education if it is perceived to contribute more to destination outcomes than to attainment.

Research that informed the development of Rotherham Ready (Hoshin, 2007) suggest that these two concepts - preparation for work and business and engagement and achievement in education - are actually connected. Researchers studying persistent educational underachievement in Yorkshire and the Humber found that a critical factor in young people’s educational underachievement was their perceptions of the labour market. Simply put, not knowing what is out there, or not believing that what is out there is an opportunity for you, can be detrimental to young people’s attitudes towards school and achievement. Making a distinction then, between knowing about and being prepared for the labour market through an enterprising education, and achieving and attaining academically, could be creating a damaging and false dichotomy (Barber et al, 2012) that undermines young people’s engagement in education and learning.

However, studies that attempt to demonstrate the impact of enterprise education on learning and the quality of education are limited.

Most evidence comes from Ofsted, in either good practice case studies, through Business and Enterprise subject reviews, or in its reports exploring enterprise education and its impact on students. Ofsted’s evidence from observations and inspections shows that enterprise can be a vehicle for increasing engagement, through young people understanding the relevance of learning inside the classroom to their lives and future outside the classroom.

Reporting about the impact of an enterprise activity on students, its 2011 survey noted:

“Pupils enjoyed...and were fully engaged in the activities. Their self-confidence and self-esteem were promoted well as a result of making their own decisions and running their own enterprises. There was good development of pupils’ independent learning, teamworking, negotiation and problem-solving skills as well as communication, presentational and social skills.” (p 41).

It is of interest that this survey notes the significance of the professional development of teachers, and how this contributed to school improvement:

“Opportunities for good professional development, such as external or internal training, networking and sharing good practice, were catalysts for improving teaching and thus for moving schools from satisfactory to good and from good to outstanding.” (p 26).

This theme – using enterprise as a driver for school improvement – was further explored by The Specialist Schools and Academies Trust (2009), which published a case study based review of three schools and how they had effectively used their Business and Enterprise (B&E) specialism to raise
achievement and improve the quality of education. The report acknowledges that whilst evidence suggests that the B&E specialism generally makes a positive impact on students’ learning and preparation for adult life, its impact on whole school achievement is less well established. It also recognises that it is ‘notoriously difficult’ to establish cause and effect in whole school improvement when there are so many variables to consider.

However, the report did note that:

“Starting from a lower base, GCSE results in B&E schools have been rising at a slightly faster rate than in other schools. Ofsted judgements from whole school inspections on the curriculum, students’ economic well-being and leadership and management were on average higher in B&E schools than in other schools.” (p 1).

The report went on to look at the experience of three schools with a B&E specialism in detail. These schools were selected using a criteria that as well as having B&E status, the school could also demonstrate rapidly improving results and a positive Ofsted judgement trend. The report showed that Head Teachers believed that the B&E status was an ‘important contributor’ to whole school improvement, enabling a step change in attitudes and mind set (of staff, as well as learners), the development of high quality and relevant teaching and the development and strengthening of deep and enriching partnerships with the local community and businesses that enhanced the curriculum and learning. These factors combined to create a powerful culture of high expectations and achievement that Head Teachers identified as influential in raising achievement and improving their schools.

Over the last eight years working with schools, teachers and Head Teachers, we have also collated much anecdotal evidence from educators that developing enterprise teaching and learning is impacting positively on the quality of learning and education, but this evidence has not been systematically analysed and presented. In 2010, we reviewed Ofsted reports for schools involved in Rotherham Ready, the first project we started in 2005, and found many comments highlighting enterprise as a positive feature of schools. Examples included: “Extensive involvement in fund raising develops creative and problem solving skills....”, “Pupils’ motivation in writing has increased because of involvement in running real projects....” and “Enterprise promotes high quality teaching and learning by setting work in real contexts....” But in that instance we did not analyse the judgements made about the schools and compare the Ofsted outcomes of this group with a group of schools where enterprise education was not being developed, and the findings were not formally presented in a research paper, but simply used in our training and advocacy work. But reflecting on the comments the Ofsted reports included, there was evidence that ‘enterprise education’, was being noted by inspectors as contributing positively to the quality of children’s learning and school improvement.

A deeper understanding of what ‘enterprise education’ is (Gibb, 2012), enables a deconstruction of the concept into its broad and varied pedagogies and cultural aspects. When one recognises it includes collaborating in teams and ‘companies,’ the development of enterprise capabilities like problem solving and initiative and enabling children to spot opportunities rather than have the curriculum ‘spoon fed’ to them, a better link can then be made between enterprise education and pedagogy and teaching and learning strategies that are rated as impacting positively on learning and attainment. Indeed, the Education Endowment Fund, which was set up with the sole aim of improving educational outcomes for disadvantaged children, rates approaches including collaborative learning, peer learning and the development of metacognitive skills (all of which can be
effectively developed through enterprise pedagogy) as having a positive impact on learning and attainment.

The hypothesis I intend to explore through this small scale action research project is that the combination of these approaches, skilfully developed through enterprising curricula and culture that encourage children’s ownership of ‘enterprise projects’ contributes to the quality of education provided by a school and will be captured in the schools inspection process and reflected in the perceptions of the Head Teacher. In the next section I will describe the process of my investigation, before going on to present my findings.
Methodology:

In this section I will describe the purpose of Action Research. Then I will briefly explain the aims and content of the Derbyshire Ready programme so there is a clear understanding of the focus and style of our enterprise education intervention. Then I will describe how I collated and analysed data to investigate the impact of the programme for schools involved.

A key outcome of my research is to be able to make informed contributions to the debate about the role and potential of enterprise education as a vehicle for improving the quality of education (as judged by Ofsted, which holds schools accountable for their performance and standards). I am also interested in the experiences of Head Teachers, and the potential insights that can be derived from their experiences. As Wellington says, action research is a form of inquiry which has a key aim “to bring about critical awareness, improvement, and change in practice, setting or system” (1996, p15). In this case, the critical awareness and improvement is in the understanding of any connectivity between enterprise education and the quality of education (as perceived by Head Teachers and Ofsted Inspectors), and the potential to discern new knowledge and insights (from Head Teachers) that can be built upon or further studied in the future.

The process for this research involved two aspects – the gathering and analysis of qualitative data from Head Teachers, and the review of ‘official’ documents (Ofsted reports), for schools involved in Derbyshire Ready, and reviewing the Ofsted judgements for Derbyshire Ready schools and Derbyshire primary schools. It is important to state that the Head Teachers selected for interview were ones who had demonstrated evidence of implementing enterprise education, and/or who had comments about enterprise activities, skills or projects in their Ofsted report. Though this creates bias, I was interested in using the interviews to explore how, and in what way, developing enterprise education might be making a difference.

Derbyshire Ready is an enterprise education programme that works collaboratively with Primary Head Teachers and teachers to develop enterprise education through and beyond the curriculum in primary schools in Derbyshire. The initial training programme involved three days of professional development, followed by gap tasks, aimed at supporting educators to develop enterprise though the curriculum, create a ‘culture of enterprise’ in their schools and involve young people, families, business and the wider community in developing enterprise learning and projects.

The style of the programme is aimed at developing the knowledge, skills and motivation of educators to create and strengthen enterprise learning and culture in their schools and settings. The educators are supported by various enterprise resources and guides including our framework called The Big 13 which supports the development of enterprise capabilities across and through the curriculum. Participants were also given academic research and reports, and were involved in a highly participatory training programme that encouraged them to apply their new vision and ideas to their existing curriculum, school activities and topics.

The intended outcomes of the programme are school leaders and teachers who better understand and value enterprising culture and skills and can apply this thinking to enhance and innovate school curriculum and culture. Another outcome is that participants adapt familiar school activities like tuck shops, school councils, play leaders and book fairs and use these as an opportunity for children to be enterprising by taking responsibility for, and ownership of, these activities (and to develop these activities as vehicles for learning within the curriculum). Staff report progress in between their

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1 Appendix 1 – Example of invitation to programme that was received by schools from Derbyshire County Council.
training days and at the end of the formal programme of training join the ‘Derbyshire Ready Enterprise Network’ in order to keep reviewing their progress and innovating their practice.

Twenty one schools took part in a ‘Pioneer’ cohort, then Head Teachers from this group were trained to deliver the programme of training to other schools in Derbyshire. In total 90 schools have been through the programme so far.

In November 2013 the Local Authority lead for Derbyshire Ready created a one page summary of progress made so far\(^2\). She quantified a number of outputs and outcomes, including the numbers of schools trained, the number of schools attending network meetings, and the number of schools with positive comments in their Ofsted reports – which stated that 86% of schools inspected had positive comments about enterprise-enterprise style learning in their reports. The prompt for this data being collected was feedback from Head Teachers to the Local Authority lead, saying that Ofsted had talked about enterprise in their inspection report. Seeing that so many schools had fed this back, I was keen to review and explore the data myself.

This data set included some Derbyshire Ready schools that were inspected under the previous Ofsted framework, but a ‘new’ framework was introduced from September 2012, which effectively re-framed the grades and judgements, with a key shift being that ‘satisfactory’ now meant ‘requires improvement’ (Ofsted 2012). Taking this into account I decided to review Derbyshire Ready schools inspected under this new framework, and compare grades with other Derbyshire primary schools inspected under the new framework during the same time frame.

I downloaded all the Ofsted reports for schools involved in Derbyshire Ready that had been inspected by Ofsted under the new framework (18 schools). I read the reports, highlighting either explicit references to enterprise or enterprise skills or culture, or evidence of enterprising style teaching, learning and culture, which would include examples of enterprise projects, examples of enterprising curriculum innovation, or enterprising culture, examples of pupils taking ownership of well-known school activities, and examples of working with business or the community. I acknowledge this process is subjective, in part based on my experiences with the schools, and having knowledge of the progress they had made, and the sorts of projects, provision and culture they were developing. In addition to this, as Charmaz (2006) notes in her comments on textual analysis, records (such as Ofsted reports I was reviewing) are aimed at ‘fulfilling their official roles’ rather than serving as research data. Taking into account these limitations, I recorded my results in a spread sheet, looking at which Ofsted category the comment/s came under – The achievement of pupils, The quality of teaching and learning, The behaviour and safety of pupils or The leadership and management of the school. Then I looked at whether the school’s overall grade had improved, declined or stayed the same. I also examined the grades of non-participating Derbyshire primary schools over the same period (62 schools). With these (because there were so many) I did not read the reports, but simply recorded whether the school’s overall grade had improved, declined or stayed the same so I could compare whether there was any difference between the Ofsted category trajectory of Derbyshire Ready schools as compared with non-Derbyshire Ready schools.

Finally, I wanted to better understand, for schools involved in the programme who had taken steps to embed enterprise – what is happening? What, if anything are they getting out of it?

In order to do this, I undertook a series of interviews with Head Teachers. I conducted and analysed four semi-structured interviews that aimed, as Charmaz suggests, to facilitate the subject (a Head

\(^2\) Appendix 2 – Derbyshire Ready Summary.
Teacher in this case), to ‘tell their story’ about the impact of developing enterprise. I handwrote notes during the interviews and typed them up on the following day. These schools were selected on the basis that I had evidence that they had taken steps to develop enterprise in school (from ‘progress capture forms’ staff completed on their training days), and that enterprise learning or culture was mentioned in their Ofsted report. The schools completed a consent form setting out the purpose and scope of the research. In this sense the interview was focussed on ascertaining what value, if any, enterprise was adding, rather than on barriers to enterprise. Then I created a table, with the interview text in one column and a new column where I coded segments of information in order to better decipher the action and processes behind the narrative. This experience enabled me to spot and prioritise themes and trends more easily, as well as better conceptualise key insights and learning, commonalties and differences between the experiences of schools. I synthesised these into my findings and conclusions below.

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3 Appendix 3 – Questions to guide semi structured interviews.

4 Appendix 4 – Example of Derbyshire Ready progress capture form.

5 Appendix 5 – Example of consent form.

6 Appendix 6 – Example of coding process from School B.
Findings:

In this section I will present my findings and explore the two research questions that have guided this project:

1) *Can developing enterprise help schools improve the quality of education, according to the Ofsted inspection process?*

2) *What are schools getting out of developing enterprise education, according to the Head Teacher leading the school?*

Enterprise skills and activity was mentioned *explicitly* in 56% of Derbyshire Ready Ofsted reports. Enterprising practice and culture was mentioned in a further 39% of reports. All comments which mentioned enterprise explicitly, or enterprising practice or culture were positive. There were no negative comments about enterprise, or enterprising learning, practice or culture.

**Figure 1: Is there any evidence of enterprising practice and provision in the Derbyshire Ready schools Ofsted reports?**

Explicit comments referring to enterprise skills/activity were found in three of the four Ofsted categories, demonstrating that inspectors saw evidence of the impact of enterprise across the school, in relation to the quality of leadership and management, the quality of teaching and the behaviour and safety of pupils.

I categorised where these comments were found and created a chart that demonstrates that Ofsted Inspectors noted the impact of enterprise (using the word enterprise) across three of the four different areas on which a school is judged.
Comments made by inspectors in the ‘The quality of teaching’ sections of reports reflected that enterprising teaching was good quality teaching, and it was positively impacting on pupils’ attitudes towards school and learning.

For example, in School C, the inspector noted: “Pupils have excellent attitudes towards learning and value the enterprise skills they learn in school, such as working in teams and trying new things.” The inspector noted examples of enterprising teaching in lessons, for example: “Teachers provide opportunities for pupils to work in groups, such as in a Year 1 and Year 2 design and technology lesson where pupils were testing different types of party food. Group members had clear roles so all pupils took part in the discussion.” A different inspector that visited School E also noted that ‘real life’ contexts ‘motivated pupils well.’ The inspector highlighted enterprising project work that was contributing to the good quality of teaching: “Younger pupils were highly motivated in their work on astronauts and space travel because they knew that a team of visitors was coming to help them build a ‘real’ rocket a few days after the inspection.” And in School L, it was noted: “In writing, teachers’ capture pupils’ enthusiasm with exciting projects and this approach has helped raise boys’ attainment.”

Evidence from Head Teachers supports the idea that developing enterprising topics and curricula was improving the quality of teaching:

“Teaching and learning has improved because of the independent learning children do through enterprise. You can see it in our academic results. The problem solving skills, initiative, it starts to permeate through everything. They’re not just relying on the teacher, they’re becoming more independent. You can see it when they go out to other schools, or if a group has gone out to do a workshop. They’re more willing to try something, they’re using their skills more.”

Head Teacher, School B.
“Staff rearranged the curriculum to do this, shifted units around so these aspects linked up through this project, but that’s what we want - a curriculum that’s got real purpose and that children are motivated by. Enterprise pulled it all together, there’s a real purpose for doing the maths, the DT, the literacy, it gave those bits of the curriculum real meaning.” Head Teacher, School A.

“It’s like with the labels (for The Museum children planned and organised). It wasn’t about getting it done quickly; there was depth and complexity. They were thinking hard about their work and how they’d tell about it. And it came out of us looking more at what children were doing and realising how much the teacher was leading, and everything the teacher was doing, that was something a child could have done, for a real purpose. So instead of the teacher worrying about what titles to create and rattling them out over a lunch time, it’s developed into an opportunity for children to take the lead and there’s more learning as a result.”

Head Teacher, School D.

The majority of explicit comments about enterprise were found in the ‘The behaviour and safety of pupils’ section of reports. For example, in School B, the inspector stated: “Pupils are proud of the school. They enjoy the opportunity to take responsibility such as ‘Enterprise’ projects, where they make decisions about how to raise money and also what to do with it once they have it: save or spend?” School C’s inspector noted: “Pupil’s attitudes towards learning are exemplary. They say that the work on the ‘13 enterprise skills’ helps them with their learning. They gave examples of how these have helped them in school, such as learning to work in a team and developing organisation skills in their recent project work on celebrations.” School M’s inspector made a link between children’s attendance at school and the responsibility and enjoyment of the learning environment: “Pupils respond well when teachers ask them to undertake specific tasks or duties and they willingly undertake many responsibilities in school. The school council rightly say they make a difference to running the school. Positions such as secretary and treasurer are competed for. “Buddies” are trained to help pupils who may be alone in the playground. Attendance levels are high reflecting pupils’ enjoyment of school.” And in school N it was noted: “Both boys and girls say they are proud to belong to the school and take on responsibilities to serve it. Older pupils serve as buddies for younger ones, pupils are monitors of various kinds, or they serve on the school council. Pupils help people less fortunate then themselves through charity fundraising.”

Head Teachers also highlighted that enterprise was changing children’s attitudes towards learning and school, and as a result, their behaviour was improving, and they were keen to attend school.

“You started seeing changes quickly – children talking excitedly about what they are doing. Coming back from break and they’ve been thinking about it, or on a wet playtime and they’re brain storming ideas and writing it down, then they’re bringing bits of paper in from home with poster ideas and logo ideas. They’d never thought about what they could do for someone else. They started to realise they could have an impact on things, they could do something. They were saying ‘have you seen this,’ and ‘I’ve got an idea about this,’ or ‘I’ve done this.’”

Head Teacher, School B.

“You see the impact on their behaviour, it just fits with them, because children are really involved. It’s a privilege to be in the classroom. We had this child that kept getting excluded, but now he’s changed his behaviour to get into the classroom. He saw it was a privilege to be there and he was missing out by being excluded.”

Head Teacher, School A.
“The biggest change has been around the motivation to learn. Before, the motivation to learn would have been extrinsic, it would have come for the teachers, or from the curriculum; make teacher happy, do that piece of work. Now it’s about intrinsic motivation, it’s coming from them, they want to learn because they feel like they are in control.”

Head Teacher, School C.

The comments found in ‘The leadership and management’ section of reports often related to demonstrating the impact curriculum and culture was having on the overall quality of the school. In school A for example, the inspector noted: “Learning is planned carefully so that teachers can support pupils in building their skills across the full range of subjects. Their experiences are enhanced both through visits out of school to places of interest, and by visitors. There is a strong emphasis on pupils developing business and enterprise skills.” And in School C: “The curriculum is good and gives priority to developing reading, writing and mathematics, it is skills-based and taught in topics, recent topics include communications and celebration. Enterprise skills are developed across the school. The Head Teacher is determined to make a difference to pupils lives’ by preparing them well for their next stage of education and making sure they learn skills that will support them in the future.” In School D, the inspector noted: “The curriculum places an appropriate emphasis on the development of literacy and numeracy skills and is enhanced through a local authority programme, which emphasises the development of enterprise skills.” And in school I, “The Head Teacher is making links with several local organisations so that pupils understand the importance of how doing well at school will get you a job. Pupils are excited by the new after school clubs. They value the opportunity to take on responsibility for running the school shop and being part of a newly established school council.”

Head Teachers also highlighted the change in culture and curriculum, the deeper involvement of parents and businesses and other visitors to school on contributing to the quality of education and the sense that the school, staff and children are on a journey to somewhere exciting.

“The impact of that approach, letting children take the lead, take the risks, was that the self-imposed ceiling on the curriculum started to be broken down for everyone. For parents, they saw children leading, stepping out of their comfort zone, and the conversations I overheard, they genuinely couldn’t believe their little child was gutsy enough to walk up to adults they didn’t know and greet them (at The Museum) and take them to a stall and communicate their learning.”

Head Teacher, School D.

“These children are 7-11, they’re starting to see real purpose, real outcomes, they’re getting a vision for their future. It’s giving them a buzz. They’re thinking bigger. It raised our ambitions. The children made it to the Chelsea Flower show this year. It was in all the papers. We don’t think anymore ‘Oh, we’re just a little school, in a little town.’ We see we can have an impact. The children have connected with a school in India now. They’ve written to the town council about the state of the High Street. The possibilities are endless.”

Head Teacher, School B.

As well as the explicit mentions of enterprise, enterprise skills or enterprise activities being undertaken by the school, there were many more comments that demonstrated the impact of
pupils’ engagement in learning because of the enterprising approaches, curriculum and culture in school:

“Pupils say they enjoy their lessons and that teacher makes work fun and interesting. The curriculum is well planned…and enriched by a wide variety of clubs, visits and visitors.”

School B, The leadership and management.

“Key improvements since the last inspection include: a broader range of teaching styles and the removal of the reliance on worksheets, lessons that are more interesting and engaging and in which pupils are better challenged. Pupils are taught a broad and balanced range of subjects.”

School E, The leadership and management.

“The range of subjects taught is wider and interesting, and enables pupils to achieve well. Good links between subjects add meaning and relevance to learning.”

School F, The leadership and management.

“Classrooms are hubs of enthusiastic learning. Linking subjects in themes maintains pupils’ engagement and interest over sustained periods. They show mature attitudes towards their learning and this is a key factor in ensuring they make good progress.”

School M, The achievement of pupils.

“Pupils greatly appreciate the way teachers make lessons exciting. For example, one class who were learning to write clear instructions, were given the job of teaching a member of staff how to tackle a computer programme.”

School J, The quality of teaching.

“Pupils thrive on the many opportunities provided for them to take responsibility and develop their leadership skills.”

School J, The behaviour and safety.

“Teaching programmes are broad and balanced. Learning is reinforced through topic sessions wherever possible….This ensures enjoyment by pupils.”

School K, The leadership and management.

Given that there was evidence of curriculum innovation, enterprise culture and activities and the development of pupils’ ownership of, and deep involvement in, school life, was there any difference between the Ofsted outcomes for Derbyshire Ready schools as opposed to schools not involved in the programme?

Figure 3 shows what the grade outcomes were in terms of the number category (1, 2, 3, or 4), and the chart shows the percentages of schools that improved, declined or stayed the same. The problem with that, is that the chart doesn’t reflect the fact that under the new Ofsted framework, remaining a 3, would not, effectively, be ‘staying the same’, it would be perceived as a decline. So, Figure 4 is a chart that shows the Ofsted judgements of the schools, taking into account that remaining a 3, is not ‘staying the same, but now means ‘requires improvement.’ So grades that remained 3 are reported as a decline.
Figure 3: Ofsted Judgements based on grades achieved for Derbyshire Ready schools and non-participating Derbyshire Primary schools.

Figure 4: Ofsted Judgements based on ‘satisfactory’ meaning ‘requires improvement’ (reflecting that maintaining a grade 3 is not now perceived as ‘staying the same’ but is perceived as a decline).
Finally, I investigated the grades that the schools in the two data sets used to be, as compared to what they were judged to be in their latest Ofsted report. I presented this data in a stacked bar chart. It helps to understand what schools receiving a particular judgement in their latest Ofsted achieved at their last Ofsted.

**Figure 5: Derbyshire Ready Schools: Latest and previous Ofsted judgements.**

This stacked bar aims to show what proportion of schools achieved a particular judgement in their last Ofsted inspection. The Derbyshire Ready data set includes 18 schools, and the Derbyshire Primary Schools data set includes 62 schools, so the data was analysed as percentages of the whole. The chart shows that the majority of Derbyshire Ready schools were ‘satisfactory’ in their previous Ofsted inspection. Out of the schools now judged to be good, 89% used to be satisfactory, and 11% remained good. The Derbyshire Ready data set does not include any previously outstanding schools, or any previously inadequate schools. 100% of the schools judged inadequate (which equated to one school), used to require improvement. Equally, 100% of the schools judged to be outstanding, used to be good (which equated to one school).
Figure 6: Derbyshire Primary Schools: Current and previous Ofsted judgements.

For other Derbyshire Primary schools (those not involved in Derbyshire Ready), the data set is much larger (62). All Ofsted judgements are represented in the data set and there is greater movement between judgements. The chart shows that 40% of inadequate schools used to be good or outstanding. And 35% or schools now requiring improvement used to be good or outstanding.

The number of good schools includes 39% of schools that used to be outstanding. The number of outstanding schools includes 33% that were previously at that grade and 67% that used to be good.

These charts show that Derbyshire Ready schools were more likely to be satisfactory at their previous Ofsted, and these schools were more likely now to be good. But again, it does not enable us to draw any conclusions about cause and effect.

These data from these charts shows the following:

- Derbyshire Ready schools were more likely to have improved from ‘requires improvement’ to good - 80% schools that were previously in grade 3, improved to grade 2.
- No Derbyshire Ready Schools that were good at their previous judgement, deteriorated to requires improvement or inadequate.
- All schools that were found to require improvement, were all judged to be satisfactory at their previous inspection (rather than good or outstanding).
Because of the difference in size/proportionality of the data sets, and difficulty of attributing cause and effect, it is highly problematic to draw conclusions about Ofsted judgements and involvement in Derbyshire Ready, but it is encouraging to see that schools involved in Derbyshire Ready were both twice as likely to have improved their Ofsted grade (even under the new inspection framework), and less likely to have deteriorated (even under the new inspection framework).

Finally, whilst I acknowledge the bias of the sample of Head Teachers interviewed, in that they were selected on the basis that there was some evidence they had been implementing enterprise education, there were themes that arose during interview which warrant setting out.

A number of these issues came into sharper focus during the coding and analysing of the Head Teacher interviews.

- It was significant for the Head Teachers that the invitation to get involved with Derbyshire Ready came from a trusted Local Authority source, and was part of the Local Authority’s ‘Journey to Excellence’ School Improvement Strategy. At a time when schools are increasingly viewed as ‘businesses’ and a plethora of private and social enterprises vie for their ‘custom’, it was important to the Head Teachers that they trusted the source of information who was making the ‘offer.’
- ‘Bursting the Bubble’ was an In vivo code that recurred throughout conversations with Head Teachers. Bursting the bubble means that through developing enterprising teaching, learning and culture, the invisible but impermeable barrier between school and the real world (and the world of work and business that children will grow up into) is removed. ‘The bubble’ was mentioned by different interviewees at different times, so there is an implicit acknowledgement amongst practitioners that it exists; but by its nature (though a bubble is a barrier between two spaces), it is also easy to burst. Bursting the bubble leaves a school open to new possibilities and it removes self-limiting beliefs and practices. It refreshes school life with the oxygen of the outside world, animating the curriculum, culture and life of an institution. When the bubble is burst it is as if staff and children see new possibilities for the first time, viewing the outside world with more interest, and recognising the limitations of their previous thinking and practice. This experience is significant given the often quoted need to create more bridges between schools/education and the world of work and business, as it shows that with professional development, it is possible to create and scale such opportunities through teachers.
- Another recurring In vivo code was the idea that, as a school/leader, Head Teachers said they had been ‘trying to innovate’, or ‘trying to develop a creative curriculum.’ They were recognising the contrived, irrelevant or piecemeal nature of aspects of curriculum or provision and wanted to move forward, and through this process they felt they had managed to achieve the real changes they previously desired but that had been elusive.
- The social and networking aspect of Derbyshire Ready was often mentioned in interviews. Having a ‘tribe’ of like-minded people, all concerned about improving and innovating their schools and the quality of education, was highly valued by Head Teachers. Issues including geographical isolation, the limits of ‘talking to each other’ and needing to feel that you are working with professionals who share the same level of passion for improvement was highlighted as important. Working with others seemed

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2 Charmaz describes an In vivo code as ‘special terms and language’ that serve as ‘flags/markers’ and ‘short hand’ that reflect a particular perspective and experience of a group.
important because it was both simultaneously reassuring and challenging; reassuring in that the progress of other schools shows ‘it can be done’, and challenging in that in makes practitioners ‘raise their game’ to keep pace with their peers.

- The Head Teachers who were interviewed had invested time and resource in ensuring that staff ‘back at school’ (who had not been on the Derbyshire Ready training), had the professional development to enable them to ‘come on the journey.’ They acknowledge this took time, and was not always straightforward, and that staff developed their practice at different rates. However, the Head Teachers that were seeing the greatest returns were characterised by a resoluteness and commitment to ‘doing it properly’, providing time in staff meetings and INSET, and supporting staff that needed more help to understand, value and develop the approach.

- Finally, Head Teachers talked about the way they were behaving more entrepreneurially – changing processes, systems and the culture in school, and challenging themselves, colleagues and children to try new ways of doing things and take risks. This appetite for change, and the excitement it brought, was palpable in their conversation. On visits to the schools, though the interview process only lasted an hour, Head Teachers were keen to share, and show, the impact across school. As part of these visits, I often enjoyed tours of the school, talks by excited students, conversations with supportive and proud governors – it demonstrated that enterprise was permeating a school’s ethos and identity in a tangible and positive way.

In the final section I will make my conclusions and suggest a way forward.


Conclusions:

Whilst attribution to any one intervention is hard to achieve without a more scientific approach, the data from Ofsted reports and from Head Teachers does provide evidence that developing enterprising teaching, learning and culture can be part of a picture of school improvement.

Enterprise was explicitly mentioned positively in Ofsted reports, and Head Teachers provided evidence as to how developing enterprise projects and culture was improving engagement, motivation, learning and achievement. There was a difference in the latest Ofsted judgements of the two sets of schools, that, even given the difference in size and proportionality of the data sets, certainly warrants further investigation, as the schools involved in Derbyshire Ready were twice as likely to have improved and less likely to have deteriorated.

A key question that requires much more lengthy research is the extent to which causal links can be made to enable a clear line to be drawn between developing enterprising curricula, culture and capabilities, and the quality of education and learning in a school. Arguably, there is no way of knowing whether the schools in the Derbyshire Ready group would have achieved these outcomes anyway, and there is no way of knowing whether the primary schools not involved in the programme would have had the same or different outcomes if they were involved in Derbyshire Ready.

However, as well as the self-reported outcomes that Head Teachers make, what is encouraging is that an external source, the Ofsted Inspectors, were noting the impact and influence of enterprise positively in schools and reporting this in the results of the external inspection. Again, another issue, is that without having read the 62 Ofsted reports for the non-Derbyshire Ready schools, I cannot say whether inspectors visiting those schools mention enterprise skills, activity or culture either explicitly, or as part of the ethos of the school.

It is fair to say, in relation to my first research question, that yes, there is evidence that developing enterprise is contributing to the quality of education, in that it can, at least, be seen to be adding value to the ethos and learning in a school. And that, in relation to my second research question, the Head Teachers that took part in the interviews were clear that they, staff and pupils were getting a positive experience out of being involved in Derbyshire Ready and developing enterprising culture and curricula in school.

The engagement of pupils through enterprising projects and approaches, and the subsequent impact on attitudes towards learning and school were highlighted as particularly important. Indeed, Ofsted inspectors, as well as Head Teachers, reported that enterprise was engaging pupils in learning and school.

The ability and skill of teachers to spot and create opportunities for children to be enterprising by taking responsibility and having ownership of, and deep involvement in, well known school activities, was also highlighted. A common theme that emerged was that children’s confidence and social skills grow when they have the opportunity to lead real ‘enterprises’ (profit making, social or otherwise), which have a real purpose.

These factors - the initial engagement of pupils in enterprise learning, and the skill of the teachers to challenge and involve pupils even more meaningfully and develop even deeper engagement - seem to have a multiplying effect, building a powerful culture of ambitious learning and achievement in school, where (in the words on one interviewee), ‘anything is possible.’
A way forward would be developing the ‘quality of evidence’ (Puttick & Ludlow, 2013) with a much more scientific research design, for example, using matched comparison groups, or a randomised control trial, and seeing whether these results could be replicated.

To conclude, the process and structure of this small scale action research project have helped develop my professional practice and deepen my knowledge of qualitative research methodology.

The findings will also enable my organisation to contribute to the on-going debate about the value of enterprise education for educators and schools, and its potential as a vehicle for improving the quality of, and engagement in, learning and education, as well its role in preparing young people for the world of work and business.
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Appendices

Appendix 1 – Invitation to take part in Derbyshire Ready
Appendix 2 Derbyshire Ready summary of progress
Appendix 3 – Questions for Head Teacher interviews
Appendix 4 – Example of Progress Capture Forms, that informed the selection of Head Teacher interviewees
Appendix 5 – Example of consent form for Head Teachers.
Appendix 6 – Example of interview and coding process for School B.
**Appendix 1 –**

**Derbyshire Ready**

Enterprising education to inspire pupils about learning and life.

‘Derbyshire Ready’ is an innovative programme which aims to develop the enterprising skills, knowledge and understanding of teachers, young people and learning communities and empower them transform learning through the development of enterprise and entrepreneurship.

Based on the award winning school improvement programme Rotherham Ready, the approach is to develop enterprise *through* the curriculum, and as part of school culture, as a vehicle for transforming motivation and attitudes to learning, teaching and education. A proven vehicle for school improvement, enterprise is not seen as a bolt on or a ‘one-off’ programme which takes place as part of an ‘Enterprise Week.’ The aim of the programme is to create a sustainable and embedded approach to inspiring enterprise in your school culture, staff and learners and thread enterprising approaches throughout the whole curriculum.

Head Teachers and teachers involved in Derbyshire Ready and in other ‘Ready’ programmes across the country have seen positive impacts on behaviour, attendance and attainment. One teacher said: “The training programme was superb. I went straight back to school and did an assembly to get the children engaged. Enterprise has created such a buzz in school and children have been the driving force – it just needed adults to open the doors.”

Remember, ‘enterprise’ is not just about making money and starting businesses, although that is a crucial part of it. It is also about developing critical life skills, attitudes and behaviours and providing young people with a powerful purpose for learning.

Get ‘Derbyshire Ready’ for life in the 21st century! Teaching builds tomorrow’s generation - so let’s make sure we build a good one.

**Heritage – the team behind Derbyshire Ready**

Ready Unlimited is a not-for-profit social enterprise, grown out of Rotherham Metropolitan Borough Council’s award winning school improvement programme Rotherham Ready. It exists to transform the life and work chances of young people by enabling educators to provide teaching and learning that is relevant to the opportunities and challenges of the 21st century.

A growing body of evidence is demonstrating the importance of enterprising and entrepreneurial skills, knowledge and understanding in relation to attitudes to education and achievement, improving the quality of teaching and learning, labour market outcomes and developing resilient and sustainable communities.

As the leading professional development and training service for educators that want to harness enterprise as a vehicle for school improvement Ready Unlimited focusses on developing teachers’ skills, capabilities and imagination through enterprise. The team has a strong track record of successfully empowering Head Teachers, teachers and young people to catalyse change in perceptions of and involvement in enterprise and entrepreneurship;
inspiring young people, families and communities through enterprise and creating meaningful opportunities to turn aspiration into action.

The team have been growing a national movement of enterprising educators since 2008, training 1,695 teachers across the country and starting new ‘Ready’ programmes in places including Norfolk and Hull, Derbyshire and Deptford.

**Derbyshire Ready**

Three day enterprise development programme

‘Derbyshire Ready’ is a movement of teachers and Head Teachers committed to transforming young people’s skills, attitudes and behaviours by making enterprise and entrepreneurship a key part of learning, for all children, from as soon as they start school. The three day enterprise development programme enables participants to develop enterprising and entrepreneurial approaches through the curriculum, understand the importance of making links with the world of work and business and co-produce enterprise provision with young people and the wider community to develop and sustain enterprise. The programme is supplemented by gap tasks which will accelerate development of enterprising practice and support high quality provision. The use of an Impact Evaluation Framework, an impact measurement tool developed by Ready Unlimited in partnership with Warwick University’s Centre for Education and Industry and the University of Lappeenranta in Finland, is an integral part of the process.
Appendix 2

Derbyshire Ready
Inspire Enterprise
Proud to be part of: Derbyshire's Journey to Excellence Strategy

Overview November 2013

Vision
‘Derbyshire Ready’ is an innovative programme, which aims to give young people enterprise skills, raise aspirations and embed creative enterprise learning approaches in schools.

We will prepare young people in Derbyshire for the challenges of learning and life in the 21st Century and create aspirational, resilient and independent learners who strive to be the very best they can be.

Mission
Derbyshire Ready is based on the award winning enterprise education programme, Rotherham Ready, a proven vehicle for school improvement that is being scaled nationally through not-for-profit social enterprise Ready Unlimited. This is not a ‘one-off’ programme which takes place as part of an ‘Enterprise Week’. Derbyshire Ready aims to create a sustainable and embedded approach to inspiring enterprise in learners and thread life skills throughout the whole curriculum.

We want to provide training and on-going support for educators across the County to develop the skills, aspirations and attitudes of young people, providing a context and purpose for learning and inspiring them about their future.

*The children learn valuable life skills that prepare them for a world that could be very different to today's world. Best of all, their enthusiasm for learning grows.* Claire Fisher, Headteacher, Hayfield Primary.

Impact so far

| 51 | Number of schools trained over 3 cohorts |
| 97 | Number of teachers trained |
| 14% | % of Derbyshire Schools trained to date |
| 100% | Satisfaction levels on training, evidenced by evaluations. |
| 86% | 18 out of 21 schools inspected since embarking on training have had explicit references to success of enterprise, or qualities related to enterprise learning, mentioned in Ofsted reports. |
| 80% | Pioneer schools continued to develop practice through attendance at network meetings. |
| 45% | Number of Pioneer Headteachers who have become trainers or proactively shared success at events and showcases. |
| 120 | Number of schools receiving Derbyshire Ready presentations to raise awareness at Headteacher Conference with an Enterprise theme 14th and 15th March, 2013 |

Conferences, Service and external events supported by teachers, Headteachers and Pupils

- Deputy Head Teacher Conference 2012
- Service Day July 2012 and July 2013
- Small Schools Conference November 2012
- Headteacher Conference with an Enterprise theme 14th and 15th March, 2013
- Termly network meetings in Derbyshire – 4 so far
- Attendance at Rotherham network events
- High Profile national showcases with Rotherham colleagues, 2012 and 2013
- Radio interview by Mundy Junior, Killamarsh Junior in TES.

Sharing Resources widely

Dedicated Interest Space on the Learning Platform for all schools being trained, with collaboration in a discussion area, training resources and shared resources uploaded by the schools themselves. Case studies sharing good practice available.

Evaluating Impact

Impact Evaluation Framework capturing data pre and post training to evaluate impact – awaiting schools inputting completion data to generate reports.
Appendix 3

Questions for semi structured interviews with Derbyshire Ready Head Teachers

Initial Questions:
- Tell me how you came to be part of Derbyshire Ready
- What contributed to you take part?
- Did anyone influence your decision?
- What was going on at school?
- How would you describe your view of enterprise education at that time?

Intermediate Questions:
- What were your thoughts about Derbyshire Ready when you got more involved?
- What did you do as a result of being involved?
- What changes happened as a result of being involved?
- How has this helped move school forwards (or not)?
- What was the most helpful part of being involved? (and challenges)?

Ending questions:
- What do you think are the most important differences with school now, as compared to before Derbyshire Ready?
- Is there anything else you think I should know about the difference that Derbyshire Ready has made?
Appendix 4

Progress on Gap Tasks:

- Enterprise Policy: ✓ In place, linked to W. 2014 curriculum approach
- Non-negotiables: ✓ Under discussion
- Strategic documents: School budget plan area

Describe enterprise learning opportunities developed:

- Tuck Shop: (Finance) Cluster Dragon’s Den
  - Fundraising for charity and school
- Junior/Weekly: Choose, pitch PE lesson/extra curricular
- Woolley Moor Shop: Presentations - more
- Bradford Westfield: Well Done, independently group driven
- Scarecrow: Community coffee morning, producing chain to sell
  - Advertising/production
  - Influencing others
  - Decision making
  - Team work: Learning Garden from design to fundraising to implementation

How many/who have you involved in enterprise learning?

Number of Young People: Year Group: All Number Involved: 45 approx.

Number of Parents/Families: ✓

Number of Businesses/Employers: Details: - Woolley Moor Nurseries

Number of people in the Wider Community: ✓ Details: - Church
- Woolley Moor Council
- Parish Council
- Bradford Westfield Council
- Aspirations - Wildlife Trust

Other: ✓ Details: Visits/Visitors eg: Sergeant Major
- Sheffield Steelers
- Paralympic athletes

Describe the impact:

- Children have more ownership of curriculum
- Increased motivation - tuckshop - own business - dealing with real money (particularly difficult for motorbikes)
- More creative approaches by children - coming up with initial ideas

What are you interested in exploring further/developing next?

- Focus on Infants/younger children - CPD for staff
- Planning project practical activity - eg: Build an erupting volcano
Participant Consent Form

Title of Project: Derbyshire Ready
Name of Researcher: Catherine Brentnall

I confirm that I have read and understood the Participant Information Sheet related to this research, and have had the opportunity to ask questions.

I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason.

I understand that all my responses will be anonymised.

I give permission for members of the research team to have access to my anonymised responses.

I agree to take part in the above project.

Name of participant: ……………………………………………………………………………

Signature of participant: ……………………………………………………………………

Date: ………………………………………………………………………

Name of researcher: ………………………………………………………………………

Signature of researcher: …………………………………………………………………

Date: ………………………………………………………………………
Research Briefing
Catherine Brentnall - Ready Unlimited

You are being invited to take part in a research project. Before you decide it is important for you to understand why this research is being done and what it will involve. Please take time to read the following information and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Thank you for taking time to read this.

Aims

This original research aims to inform a small-scale, empirical research study being undertaken by Catherine Brentnell of Ready Unlimited, for an IfL (Institute for Learning) Fellowship Research Programme. IfL’s Fellowship Research Programme is offered in partnership with the Centre for Skills, Knowledge and Organisational Performance (Skope), at the University of Oxford, exclusively to IfL members. The programme is designed for those who have a keen interest in undertaking research, or have research and evaluation experience, or similar.

The research question will be: How, and in what ways (if any), is being involved in Derbyshire Ready and developing enterprising teaching and learning impacting on schools?

This research project will involve collating and analysing grey data (school Ofsted reports, training and progress evaluations submitted by schools), and conducting a series of semi-structured interviews with Head Teachers involved in the programme.

This method will enable an analysis as to whether there is any evidence (external or internal) about the impact of being involved in Derbyshire Ready. It will also deepen understanding as to the experiences and perceptions of Head Teachers involved in the programme, enabling us to better understand what happens when schools get involved in Derbyshire Ready.

Outcome

Data collected as part of this research will be analysed and coded in an attempt to draw out themes/insights to understand and concisely articulate ‘what is going on’ for schools involved in the programme. Actions and recommendations for the future following this research will be compiled, shared and help to inform the practice of Ready Unlimited staff.

Why have I been chosen?

Schools are being invited to take part on one or more of the following basis:

- Being involved in Derbyshire Ready
- Having had an Ofsted inspection since they have been involved in Derbyshire Ready.
- Having completed a progress capture form that demonstrates a school has started to implement enterprising approaches as a result of their involvement.

We understand that the involvement in Derbyshire Ready may or may not have been reflected in Ofsted reports, or that learning from Derbyshire Ready may or may not have been implemented or evident at the time of inspection. Semi structured interviews with
Head Teachers aim to find out what broadly happens when a school is involved with Derbyshire Ready.

**Do I have to take part?**

No. Participation is completely voluntary.

**What do I have to do?**

To get involved the Head Teacher will complete and return the permission form and we will arrange a convenient time for an interview to take place. Allow 1 hour for the whole visit. The interview will take approximately 30-45 minutes, and can (if the Head Teacher would like) include showing examples or artefacts of learning/impact. The researcher will bring a camera so there is an option to take pictures of such examples or artefacts if the Head Teacher consents to this and it doesn’t compromise the confidentiality of the school.

**Are there any disadvantages to taking part?**

None are immediately identified.

**Will all my details be kept confidential?**

All participants, including the names of the schools, staff and children will be anonymised. This research will comply with the Data Protection Act 1998.

**What will happen to the results of the study?**

The results of the study will be analysed and coded by the researcher to develop a deeper understanding of schools’ experiences of being involved in Derbyshire Ready. The results will form the part of a short research paper which will be read by colleagues at Ready Unlimited, a Peer Reviewer on the IfL programme and peers on the IfL programme. Upon publication, the paper will be available to download from the Ready Unlimited website and the IfL website. Detailed notes from the project will be retained by Ready Unlimited.

**Confidentiality & Anonymity**

All participants will remain anonymous through the paper and within researcher notes. Any comments or resources shared by educators as part of the placement / research study will remain confidential and will not be included / referenced in the case studies, unless prior agreement is confirmed.
### Appendix 6

<table>
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<th>Timing right</th>
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<tr>
<td>Reviewing ethos, yearning for something more.</td>
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<tr>
<td>Pursuing developing attitudes</td>
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| At the time the email came we were changing our philosophy, and looking more at attitudes towards learning and the programme seemed to be very complementary to that when we looked at the initial spec. We didn’t adopt the enterprise skills as we already had a framework we were developing in school, but we did add in ‘making money count.’ We felt this was the missing link. We’d changed to a thematic curriculum, but we’d not addressed the big picture, the world of work, that there is a reason for doing this. You know, an email comes at the right time and we got involved. I’d done A-level economics, we’d seen Dragon’s Den. But it quickly made me realise the skills, like risk taking, initiative, if it fails first time, having a go again, that this was really exciting, something relevant for children and staff. We’d not had Ofsted so there was some nervous anxiety about getting started. You worry, is this another thing, something distracting, that’s not going to help, but when we delivered the first INSET back at school, everyone got on board straight away. We could all see where it could go. What we said was we talked them through the enterprise through the curriculum approach, that it’s something that complements the existing curriculum. We looked at the skills, watched shift happens. I think because we were really excited and it seemed easy to develop. We got that from you and your team, you know we had examples from shop floor level, it wasn’t airy fairy, we could see how it was done. The Head Teacher from the Catholic school and the lady from the Infants school, they showed real examples, it made us think, ‘we can do this.’ We delivered a half day INSET and two staff meetings, and we piloted in Year 3 so we had real examples for other staff. I knew by the end of the first day something I was going to differently at school, to make a topic more exciting, but what I did was think about how I’d let them take charge, so it wasn’t my idea, but it could be led more by them. Their themed lessons in the afternoon were dedicated to this project, it was the Olympic year and they came |

| Adapting DR framework, enhancing current practice. |
| Recognising ‘missing link’, recognising purposelessness/irrelevance, appreciating importance of big picture. |
| Recognising timing. |
| Acknowledging personal and social perceptions. Understanding broader skills and application. |
| Exhilarating ethos for chn and staff. |
| Anxiety about innovating/anxiety about Ofsted. |
| Worrying about diversion from mission or sabotaging progress. |
| Garnering support of team. Sharing vision of possibilities. |
| Uplifting staff because ‘it could be done.’ Comprehending from examples. Reassuring from peers/role models. Seeing it for real, seeing it can be done. |
| Altering possibilities – ‘it can be done.’ |
| Training staff, piloting activities. |
| Confidently planning changes by end of the first day. Planning for children to opportunity spot. Envisioning entrepreneurial learning. |
| Allocating curriculum time (topic time). |
Facilitating children’s ownership.
Perceiving quick changes in children.
Children speaking animatedly.
Working in break times/wet play.
Evidencing change in attitudes.
Detonating engagement in topic learning.

Recognising insularity.
Cultivating empowerment.

Contributing ideas.

Describing limitations of small town mentalities.
Breaching mindsets, opening minds.

Utilising key staff.
Topic learning for a purpose, fund raising b race
Integrating maths, English into ‘enterprise.’
Solving real problems, negotiating real deals.
Involving parents/businesses.

Integrating geography.

Animating the curriculum.
Creating purpose.
Learning about careers, professions, making links between curriculum and life/wowb.
Acknowledging previous disconnection.

Children learning independently through ‘an enterprise.’
Connecting enterprise to academic results.
Developing/deploying skills improves learning.
Increasingly self reliant.

Providing/verifying impact with other examples.
Comparing chn to others.
Participating freely/confidently.
Deploying skills – evident.
Increasing staff engagement. Staff spreading culture.
Planning ‘non negotiables’, ensuring an ‘entitlement’

up with the idea of raising money through a sports themed bring and buy sale.
You started seeing changes quickly – children talking excitedly about what they are doing.
Coming back from break and they’ve been thinking about it, on a wet playtime and they’re brain storming ideas and writing it down, then they’re bringing bits of paper in from home with poster ideas and logo ideas.
They’d never thought about what they could do for someone else. They started to realise they could have an impact on things, they could do something. They were saying ‘have you seen this,’ and ‘I’ve got an idea about this,’ or ‘I’ve done this.’

Where we are, it’s a bit of a bubble, you’re born here, you die here, not many people leave, there’s not much movement. This is opening up the world to children.
The Y6 teacher, she’s a really inspiring teacher, and she gets hold of something and really makes it work. Her children organised a balloon race, and they were writing to businesses, and budgeting in maths and they realised that helium was extortionate, but they wrote to a local business, and did a deal on helium, and they had a parent who helped them with advertising. They had a map, some balloons got to wales, one was in France. And all these subjects came to life, geography, literacy, numeracy. And children saw a real purpose, why the quality had to be good, with the letters to businesses for example, and they learned what designers do, why real designers exist; they didn’t see the links before.
Teaching and learning has improved because of the independent learning children do through enterprise. You can see it in our academic results. The problem solving skills, initiative, it starts to permeate through everything. They’re not just relying on the teacher, they’re becoming more independent. You can see it when they go out to other schools, or if a group has gone out to do a workshop. They’re more willing to try something, they’re using their skills more.

New staff have come on board. Other staff have passed on the mantra. We now have three ‘Enterprises’ a year, 1 whole school, one classroom based and 1 charity. Then staff are thinking in a more enterprising way in their
<table>
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<th>Staff thinking differently. entrepreneurially</th>
<th>normal planning, so enterprise permeates a topic. All our writing is more purposeful, staff are thinking about the audience and the purpose. So we going to Cadbury world and we’re taking along chocolate bars the children have designed, so there’s a reason for doing it. Another class has been writing to a company who brings exotic animals into school. That used to be a job for a teacher, but the children can do it, and it makes the writing purposeful, (there’s a reason to go back and correct mistakes). The most helpful part of the programme was you and your team, and having that nucleus of characters involved in the programme. There were some lively characters, they were up for it, you felt there was momentum. (Developing a COP/Network) ‘I don’t think anyone had addressed it for years, but everyone was up for it. No one walked out of a session thinking ‘this is a load of rubbish.’ Having everyone around you was important. We got a lot of stuff (from the course), but it was all relevant/ (The most important) The purposeful curriculum, the enthusiasm of staff and children, the excitement. Making connections with parents and businesses. 1 parent is an antiques dealer and helped us source teapots and crockery for a WW2 themed event, and we’ve developed a relationship. Some parents don’t like or can’t come in, but they come to an event like that, where their children have been in charge and they are really supportive and smile. The children are so proud. We’d had a few showcases before enterprise, but not it has really taken off, we recently had a Great British Roast Dinner and it engaged everyone. (once it starts, it keeps rolling, or it unlocks possibility/motivation) Even now, the school football team are playing in a competition, and they’re saying they haven’t had a new kit for years and that lots of other school teams have got sponsorship deals, and only this week one of the less able boys has written a letter to send to businesses, and prior to that he wouldn’t have done that. They’re not being dampened. Maybe before he wouldn’t have thought about</th>
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Recognising stifling/dampening/inhibiting world views/beliefs.

Revealing/unlocking possibility, overcoming limiting beliefs.
Harnessing enterprise as a vehicle for SI.
Adapting enterprise for different interventions.
Involving everyone.
Extending curriculum innovation.
Manipulating/exploiting enterprise pedagogy/framework to improve outcomes.
Eliminating contrived experiences.
Using every tool – website.

Writing reports/pics – for blog, for www.
Linking to real world ‘blogs and blogging.’

Chn confidently speaking about learning.
Presenting increasing poise and assurance.
Reducing fear through experience.
Willing to ‘have a go’.

Chatting to inspector, talking about their projects, impacting on the report.

Being inspired/having information, seeing how it works.
Understanding tweaks and tips.
Shifting practice – ‘You’re going to…’ ‘what could we…?’
Enabling children’s inventiveness.
Realising it’s unmanufactured now, it’s spontaneous.

Changing attitudes of chn.
Seeing big pic and future.
Raising ambitions.
Participating locally and globally.
Succeeding/accomplishing.
Changing perceptions/identity.
Altering view of what’s possible.
Generating opportunities.

Expressing optimism, hopefulness, boundless possibility.

| a company sponsoring schools, or that he could write to them, before enterprise. |
| We’re using enterprise across all cohorts. If you look at our vulnerable groups or different cohorts, everyone is involved. Girls, boys, intervention groups, gifted and talented. One of the intervention groups went to one of the enterprise projects that another year group put on and they wrote about it as a recount, and they interviewed people. Rather than do something about nothing, it was a real thing. Go on to our website, there’s an enterprise page and every couple of weeks children do a blog. They write about what they’ve been doing, put up pictures. There’s a real purpose again, and they’ve looked at blogs and blogging. (did it help with inspection), Children are able to talk with confidence. It’s come about from speaking to audiences, or interviewing and they’re not scared, they’re more prepared to have a go. At lunch time the inspector sat with children at lunch and there’s an enterprise display in the hall and the children were talking all about their enterprise projects, it made it into the report. Just getting ideas on how to do things differently, like you know the outcome, and having control over that, but using questioning so the children have ownership of it. We’ve moved from ‘You’re going to do….’ To ‘What could we do…’ Now they’re coming up with ideas and we don’t even have to ask.

These children are 7-11, they’re starting to see real purpose, real outcomes, they’re getting a vision for their future. It’s giving them a buzz. They’re thinking bigger.
It raised our ambitions. The children made it to the Chelsea Flower show this year. It was in all the papers. We don’t think anymore ‘Oh, we’re just a little school, in a little town.’ We see we can have an impact. The children have connected with a school in India now. They’ve written to the town council about the state of the High Street, the possibilities are endless. |