

Rotherham Ready Evaluation

FINAL REPORT

7 April 2009

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SUMMARY

About this Summary

The full report is an evaluation of the first 4 years of Rotherham Ready which is a whole-Borough approach to enterprise education spanning all abilities across the 4-19 age range. Yorkshire Forward has provided much of the funding for Rotherham Ready. The evaluation has been commissioned by Rotherham Ready, which is part of Rotherham MBC's Children and Young People's Services Department, and has been carried out during January to March 2009.

The full report contains an account of the project's activities, their development over the 4 years, the range of organisations involved, performance against targets and our findings from research and consultation. This is a lot of material to distil into a summary which does justice to a fascinating project, one which is at the leading edge of practice.

The headline findings are:

- ❖ Rotherham Ready is a genuinely authentic and principled enterprise education initiative.
- ❖ It gives effective substance and definition to the concept of enterprise education which, in other settings, is ambiguously interpreted.
- ❖ It is pioneering by virtue of being a whole-Borough approach which spans all abilities across the 4-19 range.
- ❖ It has significantly exceeded its main targets for its first 4 years – those not yet met are within reach of being so shortly.
- ❖ It has secured and been built on the commitment of headteachers, college principals, teachers/lecturers, Enterprise Champions, teaching assistants and their pupils/students.
- ❖ Delivery and support by the Rotherham Ready team and by a range of external providers and partners has been highly effective and valued; the role of the University of Warwick Centre for Education and Industry (CEI) and the Excellence in Enterprise Education Awards have been hugely significant.
- ❖ The project has secured regional, national and international recognition.
- ❖ Through Rotherham Ready, the concerns expressed by Ofsted and others about learning outcomes, evidencing them and about learning progression in enterprise education have been addressed.
- ❖ Rotherham Ready exemplifies the approach to culture change outlined by the Strategy Unit of the Cabinet Office.
- ❖ Funding has been secured to continue Rotherham Ready in the Borough, to support enterprise learning in South Yorkshire and to introduce the primary school model in Hull as Hull Ready.
- ❖ The original vision for 2009 and the project objectives are mostly met; the balance are well on their way to being fulfilled or, in some cases, will take a generation to accomplish.

None of these headlines, however, adequately capture the remarkable spirit and confidence of the young people we met during the evaluation. This is the most impressive achievement of Rotherham Ready and is a credit to all concerned.

SUMMARY

A Final Evaluation, But Not the Final Word

1. The evaluation is at the end of a funded project, but Rotherham Ready has not finished – it is going to carry on.
2. The scope of the evaluation report could be of interest to an audience which includes a range of policy and practice interests. The purpose of the study has been to evaluate performance *“in relation to the quality of delivery and the aim of creating a culture of enterprise in Rotherham schools and colleges”*.
3. The project has developed considerably from its original conception, accumulating a lot of evidence on practice and remains a vibrantly active and participative network and partnership. We were able to attend and take part in 5 events during the study period – meeting partners, providers, teachers, young people and others involved.
4. A particular point explored early on was the realism of feasibly evaluating all the potential impacts foreseen by a wide range of authorities and agencies from enterprise education. A pragmatic approach has been taken.

Rotherham Ready: a Project becomes a Movement

5. The main message in this section of the report is to show how a project, with a start and end date, has gathered its own momentum and broadly based ownership such that it is no longer a provider-based project. Instead it has become a *“by schools, for schools”* project because those involved see the value in it.
6. The original project was reasonably well designed and specified, good enough to secure £1.4m from Yorkshire Forward. With hindsight, some aspects could have been better; mostly attention to detail. The project was intended to start in April 2005 although the contract was not agreed until August and, initially, it did not start well until it was taken over by the Council, since when it has operated smoothly.
7. As the contract period comes to a close (31/3/09), monitoring returns on targets and expenditure are being compiled. The money will all be spent and has gone a lot further than expected because much of the delivery has been by schools, for schools after the early use of external providers.
8. In terms of targets achieved and reported by February 2009:
 - ❖ 21,736 people have been assisted with skills development (142% of the target).
 - ❖ 357 teachers have been trained as Enterprise Champions (275% of the target).
 - ❖ 93 schools have completed the Warwick Award for Excellence in Enterprise Education (73% of the target).

More schools are working towards the Warwick Award and the University of Warwick has agreed to continue its support throughout the summer term. In addition, 14 schools have achieved the Warwick Platinum Award and 5 more are working towards it.

9. A range of project activities have involved local businesses including:
- ❖ Young Entrepreneurs
 - ❖ Make £5 Blossom
 - ❖ Enterprise Pathway
 - ❖ Young Chambers
 - ❖ Let's Do Business
 - ❖ Young Enterprise Programmes
10. Rotherham Ready has given substance to the concept of enterprise capability through defining the Big 13 enterprise skills. The learning outcomes on each skill have been established from Foundation to post 16 stages of learning, representing the Rotherham Ready 'Ladder of Entitlement'. Learning materials and resources have been developed for each cell in the enterprise skills outcomes matrix, contributed voluntarily by teachers and schools. An exemplary Rotherham Ready website is a rich repository of materials, guidance, case studies and news.
11. In practice, the Big 13 is used across the curriculum and National Strategies as the embedded whole-school philosophy, rather than being a 'bolt on' activity. Looking forward:
- ❖ Funding has been secured to continue work in Rotherham to 2011.
 - ❖ Hull Ready is managed by Rotherham Ready, under contract from the region is Young People's Enterprise Forum as part of a Yorkshire Forward funded regional programme.
 - ❖ Work is underway to establish Rotherham Ready as a social enterprise and Centre of Excellence in Enterprise Education.
 - ❖ Rotherham Ready leads the South Yorkshire Enterprise Learning Partnership.
- Other possibilities for development are under consideration.
12. Rotherham Ready is, therefore, no longer a project. It is becoming a way of life in Rotherham and with widening value.

Roots of Rotherham Ready

13. A particular set of contexts, conversations, individuals and organisations combined to plant seeds which became Rotherham Ready. These were not unique to Rotherham at the time nor, necessarily, today. But Rotherham was a conducive environment and John Healey MP (who was a Treasury Minister at the time) helped make the connections between national policy and local opportunities.
14. National policy has taken several forms and directions relating to enterprise culture, enterprise skills and knowledge, and enterprise education. This is charted in the report, with interjections relating to how Rotherham Ready aligns with unfolding policy thinking, particularly with regard to work by the Cabinet Office Strategy Unit on culture change. This culture change framework is well suited for analysing and appreciating how the aim of creating a culture of enterprise in Rotherham has been a demonstration model.
15. Regional policy and practice since 2000 has sustained a commitment to enterprise culture and, progressively, has given more prominence to enterprise education. So a combination of factors and timing was conducive for Rotherham Ready. Importantly, and one explanation for enduring success, is that Rotherham did not jump on the passing enterprise education bandwagon trying to mimic national and regional policies.

16. Rotherham Ready has confidently and consciously shaped its own destiny, with assistance, and has been allowed to do so by Yorkshire Forward. For Rotherham, the project is an education project representing learning through and learning about enterprise. It is not based on learning for enterprise formation as the destination.

Returns from Rotherham Ready

17. Rotherham Ready is a clever title for the project. It conveys the idea of the Borough's young people, their schools and colleges being ready for a future which is substantially different from the past, especially given current economic and financial conditions.
18. The important lesson in culture change particularly relevant to Rotherham Ready is “seek big changes over a long time period”. The 4-19 population in Rotherham is some 50,000 young people. Persistent exposure, throughout their lives in school and education to enterprise means that, once a complete generation joins the working age labour market by the 2020s, half the workforce then will have enterprise skills and understanding.
19. Seeking to attribute enhanced education attainment as measured by tests and qualifications to Rotherham Ready would deny and obscure the effects of all the other measures taking place in Rotherham which are improving performance on these indicators. And, anyway, “we’ve stopped teaching children to do well in quizzes”, which is how one of Rotherham’s headteachers extols enterprise education.
20. During this evaluation, the young people we have met/seen range from infants to FE students; they include lower 6th form A-level students and students in special schools. Teachers/Enterprise Champions do not cherry-pick the brightest pupils for events – all abilities are involved. Invariably the Big 13 skills are a natural part of their vocabulary. Children aged 6 and 7 use the terms comfortably and relate them to their world. They exude confidence and vivacity - their good manners put most adults to shame. People involved in the Hull Ready launch have remarked on this in much the same way when they met Rotherham pupils. If only some of this is down to Rotherham Ready, Rotherham is onto a good thing
21. The Strategy Unit identifies 4 policy tools for changing cultural capital as drivers of behavioural change. These are:
- ❖ Engaging: networks, fora, media, trust and shared ownership.
 - ❖ Enabling: capacity, overcoming barriers, information, skills and capability.
 - ❖ Encouraging: incentives, recognition and reward.
 - ❖ Exemplifying: consistency and credibility, leading by example.

Against each one of these can be plotted different Rotherham Ready activities to show how, whether by design or through learning by doing, Rotherham Ready is part of a culture change strategy for the Borough.

22. The engagement stage of enterprise culture in schools and colleges has been instructive for its methods, lateral approaches, cascading and evident effectiveness. It has not been evangelical preaching; more suggestive and subtle approaches, conveying potential benefits (different ones to each segment, ie young people, teachers, schools and employers) have been amongst the explanations of successful engagement, a strong partnership and the enduring impacts from Enterprise Champions. But we should also acknowledge the wider conducive environment created in Rotherham and the momentum for enterprise education nationally and regionally.

23. Engaging is all very well but needs to have substance very quickly otherwise the fora and networks set-up and the messages initially communicated start to decay. Enabling those engaged to undertake activity provides the substance. The Cabinet Office's ideas on enabling include:

- ❖ Providing Capacity and Alternatives
- ❖ Removing Barriers
- ❖ Establishing Trusted Sources of Information
- ❖ Developing Skills and Capability of Users
- ❖ Putting in Place Support and Brokerage Services

These are just the things that Rotherham Ready has provided.

24. From the Ofsted inspection of Rotherham Ready, particular strengths regardable as encouragement measured included:

- ❖ Enterprise education seen as integral to improving teaching, learning and raising achievement – “*developing enterprising learners also requires enterprising teaching*”.
- ❖ High quality professional development has promoted appropriate teaching and learning styles.
- ❖ Enterprise Champions keep enterprise education on the agenda when there are many other pressures on the curriculum.

25. Exemplification is pervasively used by Rotherham Ready in consistent and persuasive messages communicated through published materials, events and the project website. In particular, the work by and pictures of young people used in Rotherham Ready communications exemplifies the essence of the project as do case studies and testimonials from and recognition for teachers. The Warwick Awards represent exemplification as well. The proof of the pudding is in how well Hull Ready has accommodated the Rotherham Ready philosophy and practice.

26. The Cabinet Office observes that “*Governments tend to overestimate what they can achieve in the short run and underestimate what they can achieve in the long run*”. Rotherham Ready is, inescapably, a long run culture change programme and, after just over 3 full years, Rotherham is readier now than it was in 2005.

27. The report closes with some suggestions, rather than formal recommendations. These relate to:

- ❖ The immediate outlook, with reduced funding, and the importance of upholding Rotherham Ready's principled approach.
- ❖ Demonstrating the utility of the Big 13 and Ladder of Entitlement, as a national test bed.
- ❖ A possibly receptive audience in Whitehall to Rotherham Ready as an example of the culture change framework from the Cabinet Office.
- ❖ Championing enterprise education, as practised by Rotherham Ready, beyond Rotherham.
- ❖ Influencing the Y&H 14-19 Challenge and Rotherham's infrastructure groups so that the implications of a generation of Rotherham young people, exposed to enterprise, are anticipated by planning groups and IAG providers.

I. A Final Evaluation, But Not the Final Word

Introduction

- 1.1 This report has been prepared for the Rotherham Ready project team and partnership by Milburn Trinnaman La Court (*mtl*) with specialist advice from Mike Coldwell, Director of the Centre for Education and Inclusion Research and colleagues at Sheffield Hallam University. The Rotherham Ready project is located within Rotherham MBC's Children and Young People's Services Department's School Effectiveness Service.
- 1.2 Our brief was to evaluate the project as it approaches the end of its 4th and final year of funding from Yorkshire Forward. In that sense, our study has been a final evaluation but Rotherham Ready has not finished; it's going to carry on, still vibrant and at the forefront of enterprise learning, as the rest of the report shows.
- 1.3 This is, in itself, exceptional. Some projects come to a natural end, having accomplished their goals. Many run out of steam when they run out of money. Very few create their own future and Rotherham Ready is one of these.
- 1.4 So the evaluation report is not final nor the last word. It puts Rotherham Ready in the spotlight as at spring 2009, reflects on its journey to reach this point and anticipates the prospects for more achievements and impacts in future.
- 1.5 This also means that it is worth compiling a particular kind of report, one which is informative for a wider readership beyond Rotherham. Teachers, schools, colleges, young people, communities and partners in Rotherham know very well what Rotherham Ready has become. If the report is only for them, it would not have to provide a portrait because they can see Rotherham Ready in their own reflections. Others in the region, across Europe and round the globe (eg Japan) are picking-up on Rotherham Ready and may find a fuller report about the project helpful.
- 1.6 There will always be doubters, in principle or on the lines of "*it may be alright for Rotherham, but it won't work here for us*". It is not the job of an evaluation report to convert doubters. We can, though, portray how Rotherham Ready is a lot more than it seems and how it has been allowed, encouraged even, to become so.
- 1.7 To give a flavour of the policy and practice learning potential from Rotherham Ready, we can anticipate an interest amongst and benefit for those who are:
 - ❖ Involved in thinking about what enterprise education is or can be in the curriculum spanning 4-19, including HEIs training and developing teachers.
 - ❖ Policy makers and policy advisors straddling education, enterprise, entrepreneurship and regeneration and trying to reconcile terminologies and meanings so as to join-up guidance and delivery on these matters better than they are.
 - ❖ Practitioners in information, advice and guidance to young people, competing with those in many other fields of public services for employers to engage in their particular endeavour.
 - ❖ Interested in strategic approaches to engender culture change, grow cultural capital and, in so doing and to coin a phrase from CLG, to transform places and change lives.

Rotherham Ready touches all of these so its story is widely relevant.

Our Brief

- 1.8 Our study was carried out during January-March 2009, the final quarter of Yorkshire Forward's funding for Rotherham Ready. The overall purpose was to evaluate performance "in relation to the quality of delivery and the aim of creating a culture of enterprise in Rotherham schools and colleges". This purpose is elaborated upon further in the brief through the following thematic prompts - capture innovative practice; transferable lessons to share; critical friend role on thinking and provision.
- 1.9 The following 7 key areas were specified for the evaluation to consider:
- ❖ Whether the project has been successful in creating a culture of enterprise in schools and colleges.
 - ❖ Whether the project is achieving its stated outputs and outcomes.
 - ❖ Identification of good practice and transferable lessons that can be rolled out to other geographical locations.
 - ❖ Whether the delivery mechanism for the project is operating effectively.
 - ❖ The extent to which the project is achieving strategic added value.
 - ❖ An assessment of the sustainability of activities and impacts.
 - ❖ Areas for improvement and development in the future.
- 1.10 Overlapping with our study brief is a Yorkshire Forward 3 year long (to 2012) impact assessment of enterprise education investment. This includes:
- ❖ A Regional Programme (an element of which is Hull Ready, replicating Rotherham Ready's approach in primary schools).
 - ❖ 5 Local Enterprise Growth Initiative (LEGI) schemes in the region, each covering aspects of enterprise education.
 - ❖ Rotherham Ready

So here is another explanation of why our report is not the final word on Rotherham Ready. Our work, though, is for the Council and to a different type of brief than that for the regional impact assessment. Nevertheless, we hope we have not duplicated what is to come and that the Council can use our report as input into the larger/longer regional study.

- 1.11 Beyond what is specified in the Council's brief, our initial explorations with the project team revealed an interest in and potential for the following features to be covered:
- ❖ The project has developed considerably since it was originally conceived in 2004/05 so appreciating this is important.
 - ❖ Continuous monitoring and learning has accumulated a considerable amount of evaluative fieldwork and volunteered case study material that we could usefully draw upon.
 - ❖ The lifeblood of Rotherham Ready is a regular schedule of meetings, briefings and networking events to which we were invited. These have had several advantages, not least the chance to meet and talk with many more people than would be the case trying to fix interviews. They also allowed us to observe the project in action.

- ❖ The team were keen for the evaluation to hear and convey the voices of the children and young people themselves. Several of the events we attended permitted this. The Rotherham Ready website, project publications and publicity are exemplary in this regard – far more so than our evaluation report can be.
- ❖ The team are also very clear about the purpose of Rotherham Ready and, therefore, about the types of impacts it offers. They are (at the same time) ambitious for the project and healthily pragmatic about the cost effective feasibility of arithmetical proof for impacts, whether on SATs, GCSEs, other qualifications or businesses starting. Children involved in Rotherham Ready today may be 10, 20 or more years away from these milestones and choices. The YouTube clip ‘Shift Happens’ is a useful reminder that futures are not the continuation of the present. Events will get in the way of Rotherham Ready impacts. The ability to adjust may be the key test of the success of Rotherham Ready.

1.12 This last point is particularly important in relation to regularly repeated comments from Ofsted, QCA and others about learning outcomes from, progression through and evidence for enterprise education. A lot of the academic research literature on these matters is equivocal and the issues are important considerations for Education Authorities, schools/colleges and teachers. We reflect on this later in our report but, for now, it is worth highlighting very recent developments by Rotherham Ready on these fronts.

1.13 What has culminated now from Rotherham Ready is the codification of enterprise education into 13 enterprise capabilities (The Big 13), a learning journey throughout school life, how to record and assess enterprise learning outcomes from Foundation to post 16 and, thereby, create a ladder of entitlement through the curriculum. For teachers in particular, but also for young people, this is a breakthrough. Others are striving for the same ends, in primary through to Higher Education (HE), so Rotherham Ready is not alone but is, undoubtedly, a pioneer. We show (later) what this means for various Government policy pronouncements because Rotherham Ready is providing substance to what are, for many, fuzzy concepts that have been found hard to operationalise.

The Rest of Our Report

1.14 In section 2 we outline the Rotherham Ready project, its performance against targets and show how Rotherham Ready has become a movement rather than a time-limited project. Most partners in Rotherham Ready know what is in this section but its contents will be informative for new readers.

1.15 Section 3 charts the roots of Rotherham Ready, showing how the local origins shaped the initiative and, then, how regional and national policies have had a bearing on the development of Rotherham Ready. The key observation in this section is that Rotherham Ready is a better articulation of enterprise education and of developing a culture of enterprise than can be found in some of the national policy documents and, in this respect, its influence is particularly significant.

1.16 Section 4 is our assessment of the returns on investment from Rotherham Ready. As with most forms of education investment, these returns accrue over a lifetime. Standard evaluation approaches to estimating net impacts would sell Rotherham Ready short. A narrative approach conveys the returns from and potential for an enterprise culture emanating out from Rotherham and its schools/colleges. In presenting this narrative, we use the Cabinet Office Strategy Unit framework for Achieving Culture Change.

2. Rotherham Ready: a Project becomes a Movement

- 2.1 This section presents information on what Rotherham Ready originally set out to be as illustrated in the project contract. Clearly it has changed a lot in 4 years and there are lessons here for partnership-based approaches. We draw out some of these changes and lessons but have not provided a full chronology.
- 2.2 In a narrow evaluation approach, performance of the project against its contracted targets is one indicator of impact and a point for learning and development. We present and analyse latest data on outputs. There is, though, more to impacts than counting outputs achieved and later sections of this report delve deeper into this.

The Rotherham Schools Enterprise Project

- 2.3 This was the project title in the contract between Yorkshire Forward and the Council. The Rotherham Ready label came later from colleagues in the Authority.
- 2.4 The final business plans for projects reaching the Yorkshire Forward contract stage have, quite properly, to contain a lot of information. A précis of the main sections' contents is provided below.
- 2.5 A background position describes:
- ❖ Levels of comparative deprivation in Rotherham.
 - ❖ The industrial heritage of the Borough.
 - ❖ A below average stock of businesses per capita.
 - ❖ The rise of the enterprise education agenda nationally.
 - ❖ A Rotherham Business Support and Incubation Strategy, recommending expanded work on youth enterprise and on enterprise culture in schools.
 - ❖ A mapping exercise and report by CEI of Warwick University on enterprise education in Rotherham showing confusion over terms and barriers (resources, knowledge and employer engagement).

This is succinct, pertinent and illustrates a deliberative and formative influence originating within the Borough.

- 2.6 The scope of and assumptions behind the project identifies new and developed skills (in the nature of key skills) and behaviours to deliver for young people, to enhance their career options and lifestyles. Wider benefits were foreseen from each school having an action plan and from developing networks and linkages. Outputs projected were:
- ❖ 5 new additional jobs created
 - ❖ 130* teachers trained as Enterprise Champions
 - ❖ 15,310* pupils benefiting from enterprise learning opportunities
 - ❖ 130* schools achieving national standards in enterprise activity

The project is described as new and as a pilot. External national funding to schools for enterprise education was committed to the programme.

* These targets are the contracted totals - the business plan contains several different quantities in its sections.

- 2.7 The main aim is worth reproducing because, 4 years later, this has been adhered to and accomplished. It was (and is):

“To open up enterprise opportunities for all Rotherham school pupils aged 4-19 by providing all pupils with a structured enterprise pathway via the ladder of opportunity.”

Achieving this aim was seen as helping to lay foundations for economic regeneration in the Borough. It is possible to split hairs over the wording for the omission of the word learning or education.

- 2.8 Six objectives were specified, with 2 further points of elaboration, one of which can be regarded as an objective. The 6 were:

- i. Engage 130 schools/colleges in the development/delivery of enterprise action plans.
- ii. Create 100 new employer/school/college engagement opportunities.
- iii. Develop a model of sustainability with schools/colleges.
- iv. Develop and implement a framework which provides coherence for all enterprise activities in the Borough.
- v. Develop a methodology which then can be replicated in other areas.
- vi. Build on existing expertise and good practice.

These are good enough objectives for a plan although learning or education is not used in them and the 4th objective can be assumed to apply specifically to enterprise education, rather than all enterprise activities. The elaboration referred to the Council’s vision ‘Rotherham Learning’ and to what can be regarded as a 7th objective, ie being the 1st place in the UK to offer enterprise education to all pupils.

- 2.9 The project plan described the working arrangements and 9 activities that form the basis of project delivery. At the end of this section, it introduced the intention for a tendered procurement process.

- 2.10 A working group had been established to report directly to the Rotherham Chamber of Commerce Education and Training Group. Composition of the working group included:

- ❖ Yorkshire Forward
- ❖ Rotherham Local Education Authority
- ❖ Rotherham Schools
- ❖ University of Warwick
- ❖ Young Enterprise
- ❖ Rotherham Youth Enterprise
- ❖ Chamber of Commerce
- ❖ Education Business Links
- ❖ Dearne Valley Enterprise Pathfinder Project

The University of Warwick had carried out the mapping exercise and compiled the report referred to above.

- 2.11 The 9 activities were as follows:
- i. Establishing an Enterprise Champion in all schools.
 - ii. Delivery of specific enterprise programmes at all key stages.
 - iii. Establishment of a learning (ie enterprise) entitlement for all young people age 4-19.
 - iv. Establishment of a Young People’s Enterprise Chamber (attached to Rotherham Chamber of Commerce).
 - v. Adopting regional and national accreditation standards in all schools (the Warwick Award, then being piloted).
 - vi. Establishing a methodology of supporting schools in embedding enterprise skills/activity into curriculum development.
 - vii. Annual awards ceremony to celebrate excellence in enterprise activity.
 - viii. Coordination of all stakeholder activity which complements and enhances core project delivery.
 - ix. Maximising initiatives which promote employer engagement in school activity (the Investors in Education initiative).
- 2.12 These are, largely, what Rotherham Ready has delivered, with some shifts in emphasis (eg iv. above changed to Young Chambers in secondary schools and colleges) and with a lot more development beyond the 9 activities. Interestingly the activities are more explicitly about education and learning than are the objectives.
- 2.13 It is at this point in the business plan that a tendering process to procure project delivery and management first features. The following sentence in the plan is significant; *“all key stakeholders, with a vested interest in delivery, will be excluded from the tendering process”*. We have uncovered the original thinking behind and reasons for this which are understandable and sound in principle. Without rehearsing these matters, it turned out to be a mistake which most now acknowledge as such. The selected provider was (it was anticipated in the plan) to sub-contract all delivery except management and evaluation costs. This tendering of sub-contracts was to be carried out by a sub-group of the project working group which would exclude all members with a vested interest in the project specification, ie potentially everyone on the group other than Yorkshire Forward.
- 2.14 The financial profile of Yorkshire Forward’s funding was around £350,000 per year for 4 years (ie £1.4m) – the final year being conditional in the contract. The expenditure was for revenue costs. Close to £1.3m of the funding was for delivery, the balance (7%) being for project management, administration, overheads and evaluation. The largest single expenditure heading is for brokered training at just over £1m. The funding from Yorkshire Forward goes, therefore, substantially through to the frontline.
- 2.15 This account has therefore informed readers unfamiliar with Rotherham Ready on what it is and may have served as a form of refresher for those now involved of what Rotherham Ready set out to do more than 4 years ago. In general, the original business plan was and still is a good one combining sufficient clarity of purpose and specification of activities without undue prescription (in most regards). It had the scope to allow growth and development and may not have foreseen how much innovation this would foster.

Lessons from the Project Specification

- 2.16 The way project ideas proceed to a contracting stage can reveal as many changes in thinking as occur once a contract is agreed. From the evaluation, audit and scrutiny viewpoints the contract represents the project and is the starting point. Project and contract management lives with the project throughout its duration and how these functions are fulfilled can be hugely influential on performance and development.
- 2.17 The contract is dated 26/8/05 – this is of interest in a number of ways ie:
- ❖ For a project working with schools, a contract dated a few weeks before the start of the school academic year gives little time for early delivery of outputs and scheduled expenditure.
 - ❖ The effective date for the contract was 1/4/05 and milestones in the project plan envisaged a project start in April 2005, expenditure claims payable from June 2005 and, in the remainder of the financial year, 15% of the lifetime targets being delivered.
- Completing the contractual stage took longer to achieve than expected as a result. But once the agreement is signed, it becomes a legal document and this has implications for all parties.
- 2.18 We have learned why there was a delay in agreeing the project plan and contract. No value is served by rehashing the reasons. One general lesson is worth highlighting and this relates to the process and stages gone through by the parties involved from the outline approval stage to the outline, then full, business plan and finally the contract.
- 2.19 These are natural stages in project development and are where appraisal and consultation processes introduce improvements to project design and its specification. The source document is, typically, amended in places as the appraisal and contracting process proceeds. Cutting and pasting is a much easier way to make amendments so as to deal with a specific point. A risk in this, especially 3½ years later when using the contract to establish what the project was about, is that there are internal (or later) inconsistencies and the people who were originally involved are no longer available to help with explanations.
- 2.20 There are examples in the case of Rotherham Ready beyond those on dates/milestones eg:
- ❖ There is more than one version of a stated aim.
 - ❖ Secondary school funding (for KS4 enterprise education following the Howard Davies Review – see next section) is committed to the programme.
 - ❖ One set of output targets is different, most notably in relation to numbers of pupils, from others in the business plan.
 - ❖ the project has been described as wholly funded by Yorkshire Forward, although the financial tables include £1.36m from the Standards Fund.
- 2.21 Most of these can be put down to an interest in getting a delayed project contracted and where final editing has not been a priority. They rarely surface during a project but can do later in an inspection or evaluation.

- 2.22 From the evaluation viewpoint of impacts and their attention to the funding, the Standards Fund money is a material consideration. If it is part of the project funding, as shown in the business plan, then the total cost of Rotherham Ready is £2.76m and, therefore, the sum of outputs achieved for this investment costs more per output than if the Standards Fund money is not included. This is a value for money consideration and is important when planning equivalent projects, ie are the 15,130 skills outputs achieved at an average cost each of £180 or of £90? It can also raise the question of additionality. The Standards Fund money for enterprise education is not ring-fenced for this purpose and schools can chose how to use it. Reallocating it to other purposes and using the Yorkshire Forward money instead would represent substitution. If used as intended, then a portion of the outputs would have occurred anyway and may be regarded as 'deadweight' in evaluation terms.
- 2.23 The project expenditure returns to Yorkshire Forward do not include any of the Standards Fund money, recording that the grant rate is 100% and the project business plan refers to schools in receipt of this money being required to commit it to enterprise activity in the programme. On the face of it, this is inconsistent. There is, though, a good explanation provided to us by the Council ie:
- ❖ The Standards Fund money received directly by schools is not monitored by the project but is by the Local Authority.
 - ❖ No KS4 activity using this money would be included in Rotherham Ready outputs.
 - ❖ Rotherham Ready does not fund any KS4 activity.

In that regard, there is a 'clean edge' between the 2 sources of money and the activities they support. The Standards Fund money is, in effect, complementary rather than, strictly speaking, matched funding.

- 2.24 Furthermore the issue recedes for practical purposes in the project and its evaluation because everyone involved is working in partnership to the same agenda. Additional finance has been attracted to the project from other sources and the in-kind support donated without being counted has been significant too.

Project Performance and Evolution

- 2.25 As the project approaches the end of its funding from Yorkshire Forward, latest monitoring data (but not the final outturn) shows the following achievements against delivery objectives:
- ❖ Number of people assisted with skills development = 21,736 (142% of target)
 - ❖ Of this total:
 - Teachers trained as Enterprise Champions = 357 (275% of target)
 - 64% relate to activity in primary schools
 - ❖ Number of schools completed the Warwick Award = 93 (73% of [revised] target)

There is every indication that the full Yorkshire Forward funding will be utilised. We show below how the 'by schools for schools' evolving philosophy of Rotherham Ready has made the money go a lot further.

- 2.26 For the skills outputs, the project team believe there have been more delivered than have, as yet, been recorded in returns from schools/colleges. Delivery of recorded skills development and training has clearly exceeded expectations. The coverage of pupils/students is very significant and more teachers trained as Enterprise Champions has helped to achieve this.
- 2.27 Inevitably, some teachers will have left their jobs for another one elsewhere so there is a constant replacement need which is part of the explanation for the Enterprise Champions total. As we show below in how Rotherham Ready's delivery has evolved, there has been a transition from external contracted provision to delivery by schools for schools which has enabled the money to go further and has reflected the appetite for the project in schools and colleges. The additional teachers trained as Enterprise Champions is a reflection of the extent to which schools are taking a 'whole-school' approach. A further monitored output relating to teachers is that 13 have taken part in continuing professional development at Sheffield Hallam University. In addition, 40 trainee teachers at Sheffield Hallam have been trained by Rotherham Ready in a pilot project, 17 of which had placements in Rotherham schools.
- 2.28 Achievement of the Warwick Award by 31/3/09 is likely to get closer to the target. The records show that, with one exception, the remainder of schools are engaged with the Warwick team and assessments in March are likely to increase the total Awards. The CEI regional team at Warwick have agreed to continue support beyond the contract end date, through to the end of the summer term. This will permit further assessments and Awards after March 2009. Our consultations have emphasised the value of the audit and planning processes in individual schools, the actual award itself being a welcome recognition and the icing on the cake. Rotherham has achieved several national 'firsts' under the Warwick Award (1st infant/primary/special school, FE college and Education Action Zone). The University of Warwick has introduced a Platinum Award and 14 schools in the Borough have achieved this with a further 5 being processed.
- 2.29 The national and international credentials of CEI at Warwick, especially in enterprise education, have been a major asset for Rotherham Ready in terms of profile, networks and development. The approach to practice of CEI in Rotherham has gone well, beyond relying on credentials. The relationship throughout the project has been an enduring/committed partnership in which CEI have also operated as a critical friend to the project, a supporter and a supplier. The CEI team's teaching background has enabled a good rapport with teaching staff as well as with pupils and students, which has made a real difference to project performance and reputation. The significance of the Warwick role in Rotherham Ready runs throughout this report.
- 2.30 There has not been an intermediate target to monitor in relation to engagement by businesses in enterprise education. Defining a minimum cut-off point above which engagement is set at a material level is somewhat arbitrary. Several project activities over the years have involved businesses in a variety of different ways. The tally kept by the Rotherham Ready team based on enduring relationships, facilitated directly by the team, of businesses with schools is approximately 60 (through 2 strands of activity in particular, ie Young Entrepreneurs and the 'Make £5 Blossom' initiative). Most of these businesses get involved on several occasions and with different schools. Many more have been involved in other delivery projects under Rotherham Ready (eg the Enterprise Pathway project involved 25 businesses, 4 schools and 40 pupils over a year) and each Young Chamber has a Business Champion, drawn from Chamber of Commerce membership.

- 2.31 Beyond this monitoring data, there is a great deal more that has been achieved. We review these in section 4.
- 2.32 Starting back at the beginning, once the contract was finalised, Rotherham Ready got off to a rocky start. The external procurement of the project management function did not turn out well and the arrangement was ceased. There was, therefore, a slow start until it was agreed that the Local Authority should take on this role and the first project manager was appointed. Activity was mobilised quickly to make-up lost ground from November 2005 onwards.
- 2.33 The partnership ethos of the project was carried through into working arrangements with thematic-based groups working on development. Initial contracted project delivery included:
- ❖ Young Enterprise programmes in schools.
 - ❖ The Music Factory Entertainment Group Ltd - primarily a Let's Do Business project with schools and businesses; also with the Chamber of Commerce, launching plans for Young Chamber (see below).
 - ❖ CEI/Warwick started engaging with schools to undertake completion of the framework and to achieve the Warwick Award.
 - ❖ Rotherham Youth Enterprise piloted primary schools-based activity and tapped into a rich vein of enthusiasm.
 - ❖ A start was made on business engagement and Young Chamber development; these having been taken-up nationally as a pilot initiative relating to enterprise education and to work-related learning to foster student self-government and accountability.

Most of the expenditure in the 1st year was devoted to the 1st 3 of the above activities.

- 2.34 By 2006/07 project activity, marketing/communications and project development stepped-up very considerably with the same providers. The idea of the Big 13 enterprise competences was developed and visualised with support from Creative Partnerships (Sero) and Arts Council funding. The imagery of kites and balloons has been a consistently used/brightly coloured motif.
- 2.35 Rotherham Youth Enterprise got the primary schools activity on a good footing, providing funding for supply teacher cover and enlisting Young Entrepreneurs whose time was reimbursed to work with schools. The Warwick Awards were being taken up and obtained quickly. FE Enterprise Champions had started to network. Four useful 'how to get started' briefing papers (produced with CEI Warwick) demystified a lot of what enterprise education can be. A Girls into Enterprise Summer School was arranged and Hilltop Special School became the Hub Special School in South Yorkshire and Wales High School the lead Hub School as part of the Schools Enterprise Education Network.
- 2.36 During 2007, the first project manager left to take-up an enterprise education role in Sheffield's LEGI programme. Management arrangements were revised with the Rotherham Youth Enterprise Manager taking on the leadership role. The 4 working groups were condensed into one project group and a separate management group, thereby streamlining the arrangements and reducing the call on partners' time. Externally contracted delivery had, by now, reduced considerably as it became apparent that, with the project team's support, partners were able to do a lot more of the activity themselves, collectively. This included arrangements on a geographic cluster basis involving all schools/colleges in a locality and on a Borough-wide basis through Inspire INSET days.

- 2.37 At the start of 2008, the Enterprise Pathway project began. This was funded with Objective 1 and National Endowment for Science, Technology and Arts (NESTA) backing, so represented additional resources for Rotherham Ready. The thematic focus was on risk and innovation. 25 Rotherham businesses provided their own insights on these matters to the 40 participating students who then went through a structured programme of workshops, a residential trip to London, extended and enhanced work experience with the businesses, development of a business plan and achieving the NCFE Level 2 Award in Developing Enterprise Capabilities. The developmental significance of this project for Rotherham Ready was its action learning contribution to the 'Ladder of Entitlement' and learning journey.
- 2.38 In the 3rd full year (2008/09), the project team was increased with an extra post enabling the hugely increased volume of primary schools involved to be serviced better. The Make £5 Blossom initiative reached over 40 primary schools, who found it a good way to respond to their Warwick audit. The Young Chamber arrangements had become largely established. CEI Warwick was still very active, including a new leadership event 'Headspace' for headteachers. This arose out of the experience of providing independent 1:1 advice to headteachers and the perceived value of a network of peers as a forum for exchange, mutual support and professional development. As noted above, Warwick's commitment to Rotherham Ready will go beyond the current Yorkshire Forward contract period in order to support the remaining schools working towards the Warwick Award. Young Enterprise delivery had shifted towards collective events for a group of schools rather than separate events for individual schools.
- 2.39 In project development terms, the most significant accomplishment for policy and for practice has been the work done in partnership to develop the Big 13 enterprise skills into a ladder of enterprise entitlement through the curriculum.
- 2.40 From the beginning, this idea of the entitlement across a 4-19 learning journey has been fundamental to how Rotherham Ready has been embraced by teachers, used in the classroom and taken to by pupils and students. The Big 13 give substance to varying definitions of enterprise capability and incorporate key or life skills along with enterprise skills and understanding, and with financial literacy. A source of reservation amongst headteachers, teachers and Ofsted relating to enterprise capability has been defining the learning outcomes, their assessment and evidencing, and a basis for learning progression.
- 2.41 Rotherham Ready's Big 13 are summarised below:
1. Team Work: working together to get the best results.
 2. Risk: identifying and managing threats and opportunities.
 3. Negotiating and Influencing: communicating for win-win solutions.
 4. Effective Communication: confidence and skills to communicate with different people.
 5. Creativity and Innovation: imagination, exploration and courage.
 6. Positive Attitude: staying optimistic, motivated and energetic.
 7. Initiative: willingness, ability and action.
 8. Organising and Planning: prioritising tasks and managing time, workload and finances.
 9. Problem Solving: defining, managing and deciding.
 10. Leadership: providing motivation, direction and support for your team.

11. Making Ethical Decisions: how the decisions we make can impact on the lives of others and the environment.
12. Financial Literacy: budgeting, managing money and understanding risks.
13. Product and Service Design: well-made, functional, desirable, right for the customer.

This is a pretty good inventory for any form of personal learning and development, applicable in schools/colleges, universities, home and communities, work and business. The appeal to teachers is the cross curriculum applications rather than a separated enterprise education experience/event or incorporation in business studies or in citizenship. Teachers describe it as exciting and liberating teaching and learning.

2.42 Rotherham Ready has now devised advice for practice on recording and assessing learning outcomes, from Foundation to post 16, emphasising reflection and self-review. This advice is applicable across an enterprise skills outcomes matrix with the Big 13 on one axis and the stages of learning on the other axis; each cell in the matrix containing a description of the skills acquired. The matrix converts to the Ladder of Entitlement, suggested tried and tested activities for each outcome and at each learning stage. In effect, this is the culmination of a whole Borough approach to action learning. It comes from 4 years of experimentation, evaluation, review, dissemination and further refinement. Because it has accumulated this way, rather than being imposed by an 'authority', it is widely owned as "*all our own work*". Nor, in its application, is it introduced as 'the' one and only way to use the advice. The description used is "*guidelines, not tramlines*".

2.43 The pedigree for the Big 13 enterprise entitlement has a clearly documented trail which is fully available on Rotherham Ready's much improved website which is run by SERO who delivered the early Creative Partnerships support. This is a rich repository of materials and also exemplifies what a good website can provide. It can be entered through several routes (by young people, teachers and employers) and then navigated through to discover resources and materials covering:

- ❖ Young Entrepreneurs
- ❖ Activities (eg scrapbooks, Enterprise Outcomes Wheel, Make £5 Blossom)
- ❖ Learning Resources
- ❖ Case Studies
- ❖ Continuing Professional Development
- ❖ Rotherham Ready Library
- ❖ News and Archive
- ❖ Big 13
- ❖ Links
- ❖ Partners

A very great deal of the material/resources is voluntarily supplied by teachers and schools, including teaching plans, project reviews, reflections articles and publicity examples. This demonstrates the spirit of Rotherham Ready as an open network. In various shapes/forms, the site includes over 50 case studies. Rotherham Young Chamber has a separate website.

2.44 Amongst one of very many differentiating features in Rotherham Ready compared to most school and college-based enterprise education initiatives elsewhere is timetabling and scheduling. Few Rotherham schools or colleges rely on one-off events, eg Friday once a month has an enterprise hour, a project coinciding with Enterprise Week, or corporately sponsored 'challenge' competitions. Rotherham Ready does not view enterprise education as a 'bolt on' activity. Teachers use the Big 13 across the curriculum and National Strategies, ie the embedded whole-school philosophy.

- 2.45 One ex-head (secondary school) and supporter of Rotherham Ready reflects on the formulaic nature of too much education today; for him, enterprise education has the potential to bring out and make clear the relationships throughout curriculum content. Another junior head sees enterprise as an exciting way to develop skills and understanding, knowledge for her coming 3rd, because knowledge decays and becomes redundant.

No Longer a Project; Becoming a Way of Life

- 2.46 As conclusive evidence of the continuing and widening value of Rotherham Ready, beyond the imminent expiry of Yorkshire Forward's funding, the following developments show how much of the work will be sustained:
- ❖ Funding has been obtained (ERDF and Working Neighbourhoods Fund) to continue work in primary and secondary schools in Rotherham through to 2011.
 - ❖ Rotherham Ready has been appointed by Young People's Enterprise Forum (YPEF) to manage Hull Ready where the approach is to apply the primary school model in Hull, in partnership.
 - ❖ Scoping work has been undertaken to consider establishing Rotherham Ready as a social enterprise and Centre of Excellence in Enterprise Education.
 - ❖ Rotherham Ready has been selected to lead the South Yorkshire Enterprise Learning Partnership – these partnerships are part of a national Enterprise Network, led by the Specialist Schools and Academies Trust, funded by DCSF and whose origins are (in part) shaped by Rotherham Ready.

Other Authorities (in this and other regions) are interested in the Rotherham Ready approach.

- 2.47 On its own account and with some influential champions (eg John Healey MP, Warwick University, Yorkshire Forward and others), the national, European (and beyond) recognition of Rotherham Ready has been remarkable. Schools are also alert to the international dimension as well. In one primary school, Make £5 Blossom raised over £1,000 which the pupils decided to give to a school in Bulawayo and this is not an unusual example. So there is a profile and reputation benefit for Rotherham, but also an ethical and moral recognition of needs in other developing countries which can be helped through enterprise.
- 2.48 These things, during the project and starting now, would not have occurred without the particular style of and flair in management and delivery, and the receptiveness of teachers and pupils to get involved, effectively taking it over such that the Rotherham Ready team becomes part of the background. One of Charles Handy's tips on successful implementation is "*the good doctor lets the patient take the credit for getting better*".
- 2.49 In a good project, testimonials of those involved provide the evidence of change working. In Rotherham Ready there are the people who are making change happen. They have been unleashed, still value the support, but there is a clear sense that nothing and no-one is going to stop them now.

3. Roots of Rotherham Ready

A Rotherham Context

- 3.1 Amongst the Rotherham-specific origins that helped lay the path towards Rotherham Ready was a not-untypical exchange, repeated up and down the country, between employers, represented in this case by the Rotherham Chamber of Commerce and the Local Authority. The conversation usually goes on the lines of employers concerned about the employability of young people and making representations to their Local Authority. They may have a point, but the usual riposte to employers is that it is as much 'your' responsibility as it is 'ours' and, anyway, today's wants are not tomorrow's opportunities. Inevitably the truth behind such exchanges goes a lot deeper than these headlines and some of the evidence relating to Rotherham gives this a particular angle.
- 3.2 Remember that these conversations in Rotherham were during strong economic and employment growth, diversifying industrial structures and were before the influx of migrant workers. Rotherham was experiencing notably high levels of increase in the number of jobs in the Borough and in the number of people in the Borough with jobs. During 2001-06, employed residents increased by 18,000 (17%) and workplace jobs in the Borough rose by 7,000 (8%). So the labour market was getting tighter with many more new types of opportunities for young people. The new jobs may have been perceived as a marked contrast to 'traditional' employment. And young people were being encouraged to stay in full-time education/training and to progress to HE at the same time as their overall numbers entering working age were beginning to reduce due to a fall in birth rates in the 1980s and 1990s.
- 3.3 Some Rotherham-specific evidence gives a sense of significance and scale on these features:
- ❖ 1% (of 7,000) employers account for 34% of the jobs in Rotherham (ie employing over 200 people).
 - ❖ 80% of employers (5,600) are micro firms (ie under 10 employees) and account for 16% of the jobs.
 - ❖ Manufacturing in Rotherham now represents 10% of Rotherham's jobs.

These are not unusual for most urban areas. Some distinctive features for Rotherham include:

- ❖ 15% of Rotherham employers recruit 16 year olds from school: in England the rate is 7%.
- ❖ 59% of those who recruit 16 year olds say they are poorly/very poorly prepared for work: in England the rate is 27%.
- ❖ Equivalent figures and comparisons for 17-18 year olds are 20% of Rotherham employers recruiting (England 12%) and 26% of those who do in Rotherham saying they are poorly/very poorly prepared for work (England 20%).
- ❖ On all of these instances, apart from dissatisfaction with 17-18 year old applicants, Rotherham is much higher than any other authority area in the region.
- ❖ The size of the age cohorts entering working age each year is 3,600 16 year olds and 10,000 16-18 year olds in Rotherham.
- ❖ 59% of 16 and 17 year olds in Rotherham stay on in full-time education.

- ❖ Educational attainment (measured by 5+ GCSEs A*-C or equivalent including English and Maths) in Rotherham is a few percentage points below the regional average and about 7 points below the England average; amongst the urban authorities in the region Rotherham is in the middle range pack and towards the top end of the pack.
- 3.4 These snippets of data give some particular substance to the employer/LEA conversations in Rotherham, more so than elsewhere in the region and for a combination of demand/supply factors, both quantitative and qualitative in nature. One of the positive outcomes from the conversation was the commitment to an Investors in Education approach in the Borough in which employers undertook to work closely with the education infrastructure. A relevant marker in the pre Rotherham Ready trail is the role of the local MP John Healey who was a Treasury Minister at the time.
- 3.5 One other relevant part of the Rotherham jigsaw helping to complete a contextual picture for the Borough and Rotherham Ready's genesis is Rotherham's acknowledged commitment to business and enterprise. The Council has secured 3 relevant Beacon Council Awards (for fostering business growth, supporting new businesses and removing barriers to work). Recognition included Rotherham Youth Enterprise, Investors in Education and other enterprise culture initiatives. Here is evidence of a conducive environment upon which to build and with which to connect to other developments, in enterprising ways.
- 3.6 From these seeds, a small group worked up the idea of the Rotherham Schools Enterprise Project. The group included practitioners and providers, and this latter aspect was the trigger, once engaging with Yorkshire Forward for funding, to the separation of project management from delivery.

National Policy Development

- 3.7 Over the same period, regional and national policy was raising the profile of enterprise and/or, often interchangeably, entrepreneurship. Government was promulgating concepts of an enterprise culture, enterprise as an opportunity for all and enterprise as a driver of productivity. The drive to be a knowledge-based economy led to the creation of the National Council for Graduate Entrepreneurship (NCGE).
- 3.8 A specific slant on these policy trends was the Howard Davies Review of 'Enterprise and the Economy in Education' in 2002 for (and the list is important) the Chancellor of the Exchequer, Secretary of State for Education and Skills and the Secretary of State for Trade and Industry. The last 2 roles are now renamed and spread over 3 Government Departments, ie DCSF, DIUS and BERR. The Davies Review covered schools and FE, and the age range was 5-19. It is particularly relevant for Rotherham Ready's origins, for its research, analysis and proposals. Some key points to extract are:
- ❖ Research for the DTI by the Centre for Education and Industry at the University of Warwick identified a plethora of enterprise learning provision, largely unmatched to the curriculum (our consultations suggest this has proliferated).
 - ❖ A dearth of hard-edged evaluation outcomes (ultimate and intermediate) although, since then, research for Young Enterprise of its alumni (extending back over 40 years) indicates high levels of business proprietorship.

- ❖ An overarching outcome from enterprise learning framed as ‘employability’ and from:
 - Enterprise Capability
 - Financial Literacy
 - Economic and Business Understanding
 } (Each of these being defined and, since the review, Enterprise Capability has gained the most currency)
- ❖ But employability being not the only outcome; key skills (literacy, numeracy, ICT, learning and problem solving) being important in their own rights.
- ❖ Initiatives in the past ran out of steam for want of a realistic strategy, monitored and evaluated.
- ❖ A catalogue of relevant changes provided opportunities, eg Connexions, citizenship, National Strategies, 14-19 (and, since then, Every Child Matters with its economic wellbeing theme).
- ❖ A large and untapped pool of business contribution, eg there are 50 private sector businesses per school.
- ❖ Limited evidence of education outcomes but a ‘definitively favourable’ attitude of young people towards business.
- ❖ Inclusion of ‘Experiencing Enterprise’ as a Y&H YPEF scheme, supported by Yorkshire Forward, featured as good practice.

3.9 The Review’s summary diagnosis covered:

- ❖ Confusion and lack of definitions – this persists and remains a problem for ‘doubters’ and practitioners.
- ❖ Unfocused activity, patchy in quality and access.
- ❖ Plenty of opportunities in the curriculum but more support for teachers required and business engagement could be substantially improved.
- ❖ Little systematic monitoring and evaluation and limited dissemination.

We will show how Rotherham Ready has tackled these head-on.

3.10 With hindsight, Davies was too circumspect in the recommended solutions, eg all young people should have an average of 5 days worth of enterprise learning at some time during their school career. But, at least, it led to the proposal for Government funding, direct to schools, for KS4 support (via the un ring-fenced Standards Fund; now School Development Grant). And Davies raised the stakes on evaluation to complement Ofsted assessments. One consequence of the Davies Review was a further proliferation of providers and products in the enterprise education industry; a mixed blessing.

3.11 Given where Davies took us to in 2002, it’s relevant to reflect on where we are now. Within the education sector, the 14-19 agenda and Diplomas are clearly hugely important, as are relatedly, the concept of extended schools and the investment programme Building Schools for the Future as major opportunities. At primary level, the Rose Review and the ‘unofficial’ Cambridge Primary Review are extending the discussion about knowledge and/or skills, how these are imparted, developed and assessed. Enterprise education has ‘bobbled about’ in these bigger changes by being defined differently and being subject to different policy drivers. Perhaps one can understand headteachers and their colleagues being somewhat uncertain about its value and application in amongst everything else they are asked to accomplish. This is where the widely commented upon importance of headteachers is influential.

- 3.12 Appreciating enterprise education as one way to focus upon the quality of teaching and learning as part of the schools improvement agenda has been the Rotherham Ready ethos. One of the Rotherham Ready/Warwick Briefing Papers, for example, declines to define what enterprise education means in a primary school and invites schools to formulate their own approach. Without the facilitation and support of the project partners and the headteacher's leadership, this stance carries the risk that schools opt for other 'off-the-shelf' products to use as transplants rather than organic development.
- 3.13 The lesson for enterprise education elsewhere from Rotherham Ready's experience is that a campaigning approach aimed at schools, backed up with a supply of oven-ready teaching materials, is likely to run into a range of barriers including capacity to absorb and apply the messages. We show in section 4 how Rotherham Ready has lived up to the principles of a culture change approach by providing support and guidance to enable headteachers and schools to get involved and to help shape enterprise education on their terms.
- 3.14 From an economic perspective, the Treasury and the (then) Small Business Service were talking in 2004 about creating an enterprise culture in the UK and seemingly using enterprise and entrepreneurship interchangeably. While the language was partly about attitudes to enterprise, the policy motives came across as getting more businesses to start, because having more enterprises is flagged by Government as one of the drivers of productivity.
- 3.15 'Enterprise: Unlocking the UK's Talent': a White Paper from the Treasury and BERR (2008) retains the emphasis on starting and growing a business. It presents a framework where there are 5 'enablers' of enterprise; 2 of which (Culture/Knowledge and Skills) are relevant to Rotherham Ready.
- 3.16 Culture talks about opportunity, aspiration and motivation "*to be enterprising and have an increased proportion of people starting a business*". Making young people aware is part of this enterprise culture development. Most of the evidence used in this part of the White Paper relates to starting a business. Enterprise Week is cited as a way of reaching people. The NCGE is mentioned here as a leader in its field. The main proposals relevant to Rotherham Ready are about inspiring young people through:
- ❖ Global Entrepreneurship Week
 - ❖ Erasmus for Young Entrepreneurs
 - ❖ Premier League/Enterprise Insight programmes with schools (Y&H is handicapped in this regard, apart from Hull)
 - ❖ Make Your Mark – focusing on women, over 50s and underrepresented groups (represented in Y&H from Wakefield)
- 3.17 Knowledge and Skills as an enabler gets closer to (but is not the same as) what Rotherham Ready is about (namely contributors at a Rotherham Ready event getting passionate about the order, ie skills, understanding, then knowledge, probably relegated to 4th after attitude) and reads across to the developments in education. This enabler is to achieve more business starts that are successful and grow, and more businesses able to access a skilled workforce. Under this part of the White Paper are reviews of enterprise education in schools and colleges, a reminder of the new Schools' Enterprise Education Network, a restatement of the renewed commitment to fund enterprise education through all tiers of education, enterprise as an element in new Diplomas, creation of a National Enterprise Academy, use of Children's Centres and consideration of web-based social networking sites to reach young people.

3.18 Separately dealt with in the White Paper (under Innovation as an enabler) are proposals to create (with business finance), University Enterprise Networks through the NCGE and Regional Development Agencies. The HE dimension is noted in passing under the Culture/Knowledge and Skills enablers. Interestingly, the NCGE has its own body of thinking and research about enterprise education and its own Entrepreneurial Learning Outcomes Framework. This framework does not wholly square with the terminology used by NCGE ie:

- ❖ Enterprise relates to an enterprising person, one with skills, attributes, behaviour and motivation (ie Cultural Capital) to apply in life, and also relates to (but not necessary to have) an entrepreneurial mindset which can empathise with entrepreneurs.
- ❖ Enterprise Skills are, in effect, key or personal skills, eg decisiveness, networking, initiative, problem solving, strategic thinking, self-efficacy, ie not the same things as business skills.
- ❖ Entrepreneurship is the application of enterprising skills in the context of setting-up or growing a venture.

NCGE and related research on evaluating impacts of enterprise education confirms that it is hard to do because it is difficult to define and establish what it is for.

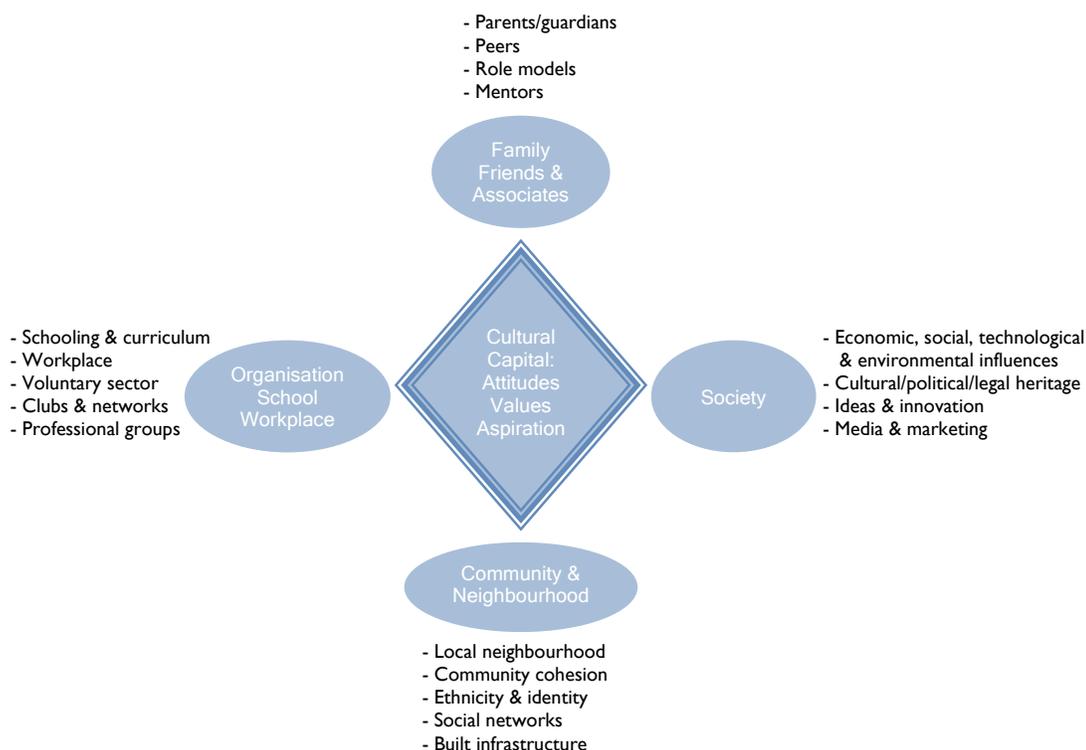
3.19 At this point it is possible to divert, at the risk of disappearing, into a discussion on the respective merits of skills versus knowledge in education. Robin Alexander, writing about the Cambridge Primary Review, suggests this is needlessly polarised and parodied. Skills are the capacity to do something, honed through practice and based on knowledge and understanding. Enterprise education, as pursued through Rotherham Ready, fits into the enterprise skills/knowledge/attributes (SKA) model, ie broad based and transferable as envisaged by the Davies Review, whereas entrepreneurial development is a narrower focus on venture formation, consistent with the NCGE distinctions above.

3.20 We can see this enterprise SKA model by clustering the Big 13 into overlapping circles as shown below.



The enterprise SKA model does, therefore, still need to have a bedrock of knowledge to support it. For a school entertaining enterprise education from a strong curriculum/knowledge-based position, it makes sense to move towards the SKA model. Where this is not the case, the knowledge elements need to be prioritised as well, if the aim is to cover the full Big 13.

- 3.21 The important feature of enterprise education, as demonstrated by Rotherham Ready, is that it can be injected into all stages of learning, for all abilities, flexibly and can be accommodated in the ever shifting sands of curriculum development. It is, evidently, not hard to do; nor is it a distraction or ‘bolt on’.
- 3.22 Evidently, therefore, the policy currents are flowing in a similar direction. But they are not all speaking consistently in quite the same language and, for some, this is a cause for hesitancy about committing to enterprise education; for others uncertainty, ambiguity and imprecision are opportunities to step in and actively shape the agenda. Rotherham Ready fits the latter category.
- 3.23 One last point on national policy is more general, but relevant nonetheless. It concerns the idea of culture change and its importance for policy success. The Cabinet Office Strategy Unit Discussion Paper ‘Achieving Culture Change: A Policy Framework’ (January 2008) is particularly useful for thinking about a culture of enterprise.
- 3.24 The Strategy Unit observes that the main tools used by Government to bring about changes in behaviour so as to achieve policy outcomes are incentives and legislation. Publicity, information, guidance and persuasion are also deployed, on their own or along with incentives and legislation. This is known in policy circles as ‘carrots, sticks and sermons’. But behaviour does not always change in the way sought by the use of these instruments. This is because cultural capital (attitudes, values, aspirations, sense of self) is an important influence on intentions and actual behaviour. According to this report, factors influencing cultural capital and behaviour are as illustrated below:



- 3.25 It is within the combinations of these features that we find explanations of why things are like they are and what we have to tackle and use to achieve change. So, in the case of Rotherham Ready, we may see it as a schooling and curriculum project but we should recognise what other instruments it is using and influences it is having, eg work with children and young people feeds through to parents/guardians, governors, neighbourhoods, social networks, workplaces etc. Inescapably, it relies on teachers.
- 3.26 Cultural capital is therefore developed by what goes on around us (home, school, neighbourhood, work, worship etc) and by wider influences in society. The sticks, carrots and persuasive publicity campaigns available to Government for achieving policy change can wash-up on the shores of deeply entrenched cultural capital without achieving as much as is hoped. Think of lifelong learning, healthy lifestyles, antisocial behaviour, environment and climate change and we can see the limits of incentives, legislation and charging, and of campaigning.
- 3.27 The Strategy Unit emphasises the importance, in adopting this approach, of identifying, segmenting and profiling the target populations and their paths to particular behaviours so as to select the most appropriate interventions. This has been further developed in 'Aspirations and Attainment amongst Young People in Deprived Communities' (2008) to show the importance of different configurations of interventions for different contexts and groups of young people.
- 3.28 The Strategy Unit identifies 4 policy tools for changing cultural capital as drivers of behavioural change. These are:
- ❖ Engaging: networks, fora, media, trust and shared ownership.
 - ❖ Enabling: capacity, overcoming barriers, information, skills and capability.
 - ❖ Encouraging: incentives, recognition and reward.
 - ❖ Exemplifying: consistency and credibility, leading by example.

Against each one of these can be plotted different Rotherham Ready activities to show how, whether by design or through learning by doing, Rotherham Ready is part of a culture change strategy for the Borough. It is more than the Treasury/BERR White Paper treatment of culture as an enterprise enabler and more than Knowledge and Skills as an enterprise enabler because it is also a learning enabler through the use of enterprise competences transferable across the curriculum and at all stages of 4-19 learning. The palette of mechanisms in the Rotherham Ready toolkit permits providers, advisors, teachers and schools/colleges to configure their approach to their own circumstances so that different things work in different places for young people across the age and ability ranges.

Regional Policy and Practice

- 3.29 The Y&H Regional Economic Strategies (we are now on our 3rd) have reflected trends in national policy development.
- 3.30 The 1st Regional Economic Strategy (RES) (2000-10) was literally and metaphorically thinner than its successors and is interesting to see how much of what it proposed has been brought about and what has since faded off the agenda. Its objective of 'higher business birth and survival rates' included a commitment to "create a long term culture change to value entrepreneurs, enterprise and creativity". This has been an enduring (if variously expressed) commitment.

- 3.31 In the 1st RES, the most relevant (to Rotherham Ready) means of fulfilling this commitment was ‘Young Enterprise Scheme’ – an unexplained term which could (then) have referred to the Young Enterprise charitable company.
- 3.32 The subsequent Yorkshire Forward Business Birth Rate Strategy and its action plan included creating YPEF and initiating enterprise in education, led by Business Angels. On behalf of YPEF, Yorkshire Universities Ltd commissioned CEI at Warwick University to undertake a review of the scope and range of enterprise education in the region in December 2002.
- 3.33 The 2nd RES (2003-12) retained the commitment of the first one to culture change featuring, this time, further development of YPEF. Supporting text referred to starting at primary school and exposure throughout secondary, tertiary and higher education and to self-belief amongst young people including being aware of how to start an enterprise.
- 3.34 By the 3rd RES (2006-15), ie after Rotherham Ready had started, the relevant objective had become ‘more businesses that last’. The commitment this time is more deliberate ie “*encourage more people to start a business*”. The start point is culture and education and the actions include:
- ❖ Working with teacher training bodies to help teachers apply methods that foster self-belief.
 - ❖ More enterprise education in schools, with links between schools and colleges and businesses, and work through YPEF.

Enterprise education is also recognised as strongly linked to the RES objective on skills, education and culture of learning, recognising the Every Child Matters agenda. The commitment is to review, refresh, coordinate learning from and adopt good practice in enterprise education.

- 3.35 Yorkshire Forward’s interest in enterprise culture is wholly understandable; some may wonder why a Regional Development Agency would wish to get involved in education in schools, particularly primary schools. A fascinating, if not simple, justification is in the report ‘Learning to Succeed: Understanding and Addressing KS4 (GCSE) Underachievement in Y&H’ (2007). This was produced by Hoshin for Yorkshire Futures, prompted by curiosity over why educational attainment seems to drop between KS2 and KS4.
- 3.36 Hoshin concluded that perceptions of the local labour market appear to be the crucial factor and this becomes all the more critical in former coalfield and traditional industry areas. Even though such areas have recovered strongly, perception lags reality, it influences outlook and motivation, and lends weight to the pre Rotherham Ready conversations between the Council and Chamber of Commerce about employability. It is also likely to have had a bearing on the £3m support from Yorkshire Forward for Inspire Rotherham – a literacy and numeracy initiative aimed at children from birth to 11 years old which has been launched in March 2009.
- 3.37 At the time of this 3rd RES, the Government had launched the Local Enterprise Growth Initiative (LEGI), a surprise for some. This was a challenge-based scheme inviting Local Authorities in the most deprived areas to prepare a programme and application for money to help tackle the ‘enterprise gap’. Local Authorities in this region did well in the 2 rounds before the initiative ceased with 5 being successful, but not Rotherham.

- 3.38 Amongst the outcomes sought from LEGI were to improve entrepreneurial activity, a particular measure used in the Global Entrepreneurship Monitor based on attitudes, perceptions, knowledge and on levels of proprietorship. Total Entrepreneurial Activity (TEA) in our region in 2006 nudged just above 4%; the UK average being just under 6%. Amongst the example actions to increase TEA is enterprise events in schools. Each of the 5 Local Authorities with LEGI funding has activities of this nature in their programme.
- 3.39 We have mentioned YPEF as a forum. It also has a trading arm. YPEF is now running a regional 'Embedding Enterprise in Education' programme extending through all stages of learning and including Initial Teacher Training. Within the programme is the replication of Rotherham Ready's primary programme in Hull, branded Hull Ready and contracted, by YPEF, to Rotherham Ready to manage. We cover this later. YPEF sees an economic legacy from this and its wider activity in the following terms:
- ❖ Young people with the confidence, skills and motivation to be enterprising employees helping Yorkshire's businesses to prosper.
 - ❖ Young people with the skills, motivations and support to start-up their own businesses in the region fuelling the region's economy.
 - ❖ Enhanced status of schools, colleges and universities as a support for economic development working in partnership with employers and communities.
 - ❖ Increased productivity of the region's workforce.

Drawing the Strands Together

- 3.40 This section shows how a combination of factors has come together to create the conditions for Rotherham Ready to develop as a trailblazer. The project did not come from nowhere. A lot was happening already in the Borough and there was a shared, if unformed, initial agenda about employability, learning and business development which proved timely.
- 3.41 By getting in early, Rotherham Ready has shaped its own agenda, with support of others it is true. It has its own distinctive roots and does not try to mimic prescriptions from elsewhere. Were it to try to do so, it would be buffeted by differing interpretations of the enterprise agenda and risk losing its authenticity. Because of the strength of commitment and the nature of support, Rotherham Ready becomes much more than a local project. Others take notice and, in time, thinking should get sharper and more coherent than it is at different levels of Government. The role of the University of Warwick in the project and at the national and international levels has been an acknowledged factor of immense significance.
- 3.42 Yorkshire Forward describes Rotherham Ready as its flagship local enterprise education programme. As a flagship, it has started to accumulate the accompanying flotilla to become a full fleet. Everywhere does not have to be the same and Rotherham Ready has become (and been encouraged to be) confident of its own purpose and, because of its track record, on its own terms. For Rotherham, the project is an education project, about enterprise skills and learning, across all schools and colleges, representing learning through and learning about enterprise. That is quite ambitious enough. Turning Rotherham Ready into other things like a pre business start-up initiative or a work-related learning activity could align with funding opportunities and agencies' agendas, but departs from the integrity of the vision. Compared to the conversations at the outset, Rotherham Ready now is probably not what was anticipated then; but the anticipation then was not a prescribed map, just the start of a journey towards a better destination.

4. Returns from Rotherham Ready

How is Rotherham Ready?

- 4.1 Rotherham Ready is a clever title for the project. It conveys the idea of the Borough's young people, their schools and colleges being ready for a future which is substantially different from the past, especially given current economic and financial conditions. Take manufacturing jobs in Rotherham for example - 10 years ago they comprised over 30% of all jobs in the Borough; now they are 10% of the total.
- 4.2 The Borough and South Yorkshire's economies and labour markets have secured massive public sector investment and private sector inward (including foreign) investment. The landscape, literally and metaphorically, has hugely changed. As we recorded earlier, Rotherham MBC has pursued a very purposeful economic regeneration agenda, recognised in Beacon Council Awards and in the statistical evidence. This has pulled all the policy levers available at local, sub-regional and regional levels through physical investment, business development, employment support, workforce skills, innovation and through intangibles like reputation, image and services quality.
- 4.3 To a large degree, pulling on these levers works with what exists in the business infrastructure, labour market and the physical/institutional infrastructure by trying to make these features of economic development readier than they might have been. As the Hoshin report referred to earlier and the recent Audit Commission's report 'A Mine of Opportunities' on regeneration in coalfields observed, the undoubted progress made has not permeated all parts of the community; perceptions held can linger long after realities have changed and are currently being challenged in new ways, unlike previous experience.
- 4.4 Effecting change amongst the existing incumbents is clearly an inescapable imperative and the desire is for this change to diffuse and trickle down into wider society and communities. But there is a lot of inertia and some resistance to change that gets locked into systems. Like a river estuary reaching the ocean, the course is largely set and has a lot of built-up power behind it, but moves only slowly. Extending the analogy, starting at the source of the river with fresh springs feeds the system and flushes it through. Rotherham Ready effectively starts at the source rather than waiting for the backwash effect from an incoming tide. It is an upstream rather than downstream intervention, targeting early and formative initiatives on those who are most open to influence (ie young people) and is, therefore, wholly consistent with the Learning theme and Changing Lives vision of the Rotherham Community Strategy, Corporate Plan, and the Children and Young People's Plan.
- 4.5 In essence, Rotherham Ready is quite emphatically a culture change strategy aimed at the twin strands of learning culture and enterprise culture by combining learning through enterprise with learning about enterprise. We showed earlier how the Cabinet Office's thinking on culture change chimes well with Rotherham Ready and gives a substance to the RES intention to foster an enterprise culture. In our view, this is a preferable substance (in enterprise education aspects) to the use of the terms culture, knowledge and skills in the Treasury and BERR White Paper 'Enterprise: Unlocking the UK's Talent'.
- 4.6 This is reinforced by the Cabinet Office Social Exclusion Task Force study 'Aspiration and Attainment amongst Young People in Deprived Communities' (December 2008). The study uses the cultural capital framework to marshal evidence and some of the theories about what causes what in terms of aspirations. It illustrates how, using the 4 Es model (Engage/Enable/Encourage/Exemplify) of behaviour change, joined-up approaches to raising aspirations can be brought about.

- 4.7 The important lesson in culture change particularly relevant to Rotherham Ready is “seek big changes over a long time period”. The 4-19 population in Rotherham is some 50,000 young people. Persistent exposure, throughout their lives in school and education to enterprise means that, once a complete generation joins the working age labour market by the 2020s, half the workforce then will have enterprise skills and understanding. It is, though, less than useful to try to speculate what this may then mean for a productive/innovative workforce and for business formation. To do so would be equivalent to trying to project how many young people studying religion or taking in part in sport in schools today become clergy or sportspeople in the 2020s. So an evaluation now of the impact of Rotherham Ready on young people in 15 years time stretches credibility to the point of being fanciful. Behaviour and choices of young adults probably does draw a lot on positive (and negative) experiences in childhood but other influences and events have effects which may be indistinguishable from those from childhood.
- 4.8 By the same token, seeking to attribute enhanced education attainment as measured by tests and qualifications to Rotherham Ready would deny and obscure the effects of all the other measures taking place in Rotherham which are improving performance on these indicators. And, anyway, “we’ve stopped teaching children to do well in quizzes”, which is how one of Rotherham’s headteachers extols enterprise education.
- 4.9 In the world of investment, and Rotherham Ready is an investment, we are accustomed to being cautioned that past performance is not a guide to the future, the value of the investment can go up/down and we may not get our money back. Fund managers then proceed to present graphs showing superior performance of equities over other forms of investment. But a trend is a trend until it bends. What teachers and others involved in Rotherham Ready say they expect is to equip young people with skills and understanding so as to be resilient in a future which is uncertain but where applying the Big 13 skills helps to manage, exploit and reduce uncertainties.
- 4.10 So, for our evaluation of the returns from Rotherham Ready, we recognise we are taking a slice through time at Spring 2009. We have seen where Rotherham Ready has come from, shown how it is likely to continue and sense that it is unstoppable now. We think it useful to capture our findings on returns from Rotherham Ready by locating them within the 4 Es of culture change and do so in the hope that this helps clarify appreciation of how to foster a culture of enterprise. We are uncomfortable with the idea of being sucked into having to prove the actual or prospective impacts of enterprise education in attendance, attainment, teacher recruitment and retention, business start-ups and employee productivity.
- 4.11 Before embarking on the 4 Es account, there is one very simple and effective way to convey the returns from Rotherham. Watch, listen and talk to pupils/students, as we have been privileged to be able to do, and it’s impossible not to be amazed/inspired. Over the 10-week study we have been able to get glimpses and snatches of conversations with 200 or more young people. This, of course, is one of the successes of the project because it lets them speak for themselves.
- 4.12 The young people we have met/seen range from infants to FE students; they include lower 6th form A-level students and students in special schools. Teachers/Enterprise Champions do not cherry-pick the brightest pupils for events – all abilities are involved. Invariably the Big 13 skills are a natural part of their vocabulary. Children aged 6 and 7 use the terms comfortably and relate them to their world. They exude confidence and vivacity - their good manners put most adults to shame. People involved in the Hull Ready launch have remarked on this in much the same way when they met Rotherham pupils. If only some of this is down to Rotherham Ready, Rotherham is onto a good thing.

Enterprise Culture: Engage

- 4.13 Embarking on a culture change programme like Rotherham Ready has done can, all too easily, fall down at the 1st hurdle of ineffective or inappropriate engagement. In the enterprise education sphere, think of:
- ❖ Young people having things introduced to them by adult officials because someone higher up has issued a decree.
 - ❖ Teachers and lecturers, stuck with timetables, frameworks, initiatives and targets are given something more to do.
 - ❖ Employers being ‘engaged’ by a queue of publicly funded initiatives and by private sector providers selling solutions.

Evidently, orthodox approaches to engagement erect their own barriers to effectiveness.

- 4.14 Rotherham Ready’s engagement approach has been subtle and creative. As we showed earlier, it has evolved as it has enlisted more converts and becomes infectious.
- 4.15 Examples of engagement with young people, on their terms, have included the work of Music Factory who tapped into young people’s interest in music, media and technology. Through the Creative Partnerships support, provided by Sero, visualisation of the Big 13 into graphics and characters has spun-off into pupils devising their own versions and names, not unlike Mr Men in nature, and displaying them around the school like flash cards. One junior school has swapped its bronze/silver/gold stars that recognise behaviour/performance for a card containing the Big 13 and awards negotiated and explained merits against these. The Warwick team have engaged directly with schools and pupils on a 1:1 basis and via signposting by/support from the Rotherham Ready team, including on a collective basis. The original idea of a Young Chamber for Rotherham gave way to Young Chambers in secondary schools and colleges. Ideas developed in schools get shared with other schools. The Rotherham Ready team has accumulated a wealth of practical insights from working with schools and which they transfer to others.
- 4.16 Events and projects have been a useful initial way of engaging and there are good ‘off-the-shelf’ products (eg Young Enterprise’s portfolio) for events. Piggybacking onto events in the school calendar (sports day, carol concert, parents evening etc) is also used to introduce enterprise skills and activities. These have an overt social marketing use too by spilling over to parents/carers, governors, officials and dignitaries.
- 4.17 One of the subliminal ways in which teachers who are not Enterprise Champions get to be engaged is through their pupils whose enthusiasm for enterprise, once engaged, ripples out and gives teachers a hook that otherwise they may not have spotted.
- 4.18 The main overt and highly effective Rotherham Ready ways of engaging with schools and teachers have been through Enterprise Champions training (and their network meetings) and through funding the Warwick audit in schools. The Champions become disciples in their own schools and build-up a following. Time and time again, teachers say how the Warwick audit is really helpful; often showing them that, in fact, a lot of what they do is enterprise capability development and, once they know it, they can consciously and confidently apply and develop it. The quality framework that sits behind the Award has been the key to unlocking engagement by schools/colleges.

- 4.19 At the risk of embarrassing the Rotherham Ready team, everyone in schools/colleges we spoke with heaped praise on the team for the way they work and how hard they work, especially given the number of schools and the size of the team. There is no hard sell; instead the style is listening, helping, coaching and brokering, underpinned by tremendous enthusiasm and seemingly limitless flexibility. The School Effectiveness Service and the Council's education advisors are fully onboard with Rotherham Ready and provide further routes to engaging schools and teachers.
- 4.20 Employer engagement in Rotherham Ready has to contend with a very crowded stage of organisations who have this as their function but for different applications. Rotherham Ready has tapped into the usual channels, eg Chamber of Commerce and Business & Education South Yorkshire. Because of Rotherham Youth Enterprise, a successful project in its own right supporting young people into self-employment/business formation, there is a network of Young Entrepreneurs to draw upon for Rotherham Ready.
- 4.21 The Young Entrepreneurs we spoke with had been willing to get involved with Rotherham Ready. Normally when starting out in business, time is very precious and so micro firms/sole traders have to rely on themselves and it takes a lot to commit to very much which is outside of the business. For Rotherham Ready, Young Entrepreneurs in the Borough are credible role models for other young people and the businesses they have created represent such a variety that they illustrate a wide range of outlets for enterprise skills.
- 4.22 Rotherham Ready and Young Entrepreneurs engagement is eased by 2 further features. First the Young Entrepreneurs are reimbursed for their time devoted to work in schools. This helps with cash flow in the early stage of business formation, although the sums involved are small and the Young Entrepreneurs say now they would do it anyway. Second, their businesses benefit by getting direct and indirect (through Rotherham Ready) marketing profile and the acquisition of presentation skills. One remarked "*if you can keep the attention of young children, odds are you can do the same pitching to business customers*". A benefit back to Rotherham Ready is that the Young Entrepreneurs are persuasive ambassadors for the project, for Rotherham Youth Enterprise and for the Borough.
- 4.23 The employer engagement is not only down to 'infrastructure' bodies and Rotherham Ready. Schools and colleges have their own links too; for secondary schools and colleges these are historically for work experience purposes. But they can and do use Rotherham Ready as a further strand in relationship building. Several remark how the world of risk assessments impedes scope for work experience but their committed employer partners are quite ready to turn the commitment round to Rotherham Ready.
- 4.24 Amongst the recent developments of Rotherham Ready is a greater interest by Business Link in the project and a newly emerging relationship. This adds an important extra string to the Rotherham Ready bow.
- 4.25 The engagement stage of enterprise culture in schools and colleges has, therefore, been instructive for its methods, lateral approaches, cascading and evident effectiveness. It has not been evangelical preaching; more suggestive and subtle approaches, conveying potential benefits (different ones to each segment, ie young people, teachers, schools and employers) have been amongst the explanations of successful engagement. But we should also acknowledge the wider conducive environment created in Rotherham and the momentum for enterprise education nationally and regionally.

4.26 Several of the above features on engagement were recognised by the Ofsted inspection of Rotherham Ready in 2008. This was another 1st in that Ofsted has not inspected a 'project' before. Amongst the recognised strengths relating to engagement cited by Ofsted are:

- ❖ Its inclusion of all learners aged 4-19.
- ❖ Strong support from the Council, John Healey MP, Yorkshire Forward and the business community.
- ❖ *“Setting a clear overall direction...being responsive (to schools and colleges) and not dictating what they should do.”*
- ❖ Networking for teachers and the importance of Enterprise Champions.
- ❖ The value placed on the support of the Warwick CEI.

To add to these and our observations, we should also note the importance of the public relations aspect of Rotherham Ready. Apart from high profile events in Downing Street (and in Rotherham) and Warwick's advocacy of Rotherham Ready around the world, OnTrack PR has managed/monitored media relations and coverage for the past year. The estimated audience reached is 1.9m and the advertising value equivalent of the coverage for the year is over £30,000.

Enterprise Culture: Enable

4.27 Engaging is all very well but needs to have substance very quickly otherwise the fora and networks set-up and the messages initially communicated start to decay. Enabling those engaged to undertake activity provides the substance. The Cabinet Office's ideas on enabling include:

- ❖ Providing Capacity and Alternatives
- ❖ Removing Barriers
- ❖ Establishing Trusted Sources of Information
- ❖ Developing Skills and Capability of Users
- ❖ Putting in Place Support and Brokerage Services

These are just the things that Rotherham Ready has provided.

4.28 The provision of capacity and alternatives has included practical things, based on understanding of schools, like funding supply cover for teachers being trained, working with SHU on CPD and on Initial Teacher Training, and providing funding for transport costs. Bringing in providers like Music Factory, Young Enterprise and Sero who have helped directly and, importantly, in developing the materials also procured initial delivery capacity and demonstrated some alternatives to use in teaching. Young Entrepreneurs have added capacity and been, in their own rights, very good alternatives. The CEI team from Warwick have been an important and consistent part of the Rotherham Ready capacity, hugely so through the assessments and Awards processes but much more too, as ambassadors and mentors.

4.29 Removing barriers includes the provision of small funding support mentioned above. More than that, though, has been the ability to talk the language of teachers, understand their professional goals and frustrations, and introduce the Big 13 enterprise skills as a refreshing way to link life skills, cognitive development and academic skills to and through enterprise.

- 4.30 Once introduced, the Big 13 have been open to progressive development by practitioners in a variety of ways, across the curriculum and through all stages of learning. In this way, the Big 13 became self-made and owned in Rotherham. Recruiting and training Enterprise Champions provides a field force of agents to remove further barriers. Part of the wise approach of Rotherham Ready is not to lay siege to barriers to change and break them down with battering rams. Usually it is cleverer to go round barriers and to do this, Rotherham Ready has used the other Es in the 4 Es model.
- 4.31 An illustration of this is apparent from a fascinating spreadsheet, presented to show clusters of schools in localities with, for each school, a series of indicators of their involvement in Rotherham Ready. There is no evident spatial pattern, but anomalies stand out. There may be a cluster where most schools are active but, for example, the secondary school is less so. Subject to parental choice, the secondary school will face an influx of effervescent 11 year olds, fuelled with thoughts about negotiating, risk management, initiative, creativity etc and the school is dealing with KS3 facing in 2 directions (primary and into 14-19). Organising a cluster day of training/networking becomes an effective strategy to expose the secondary school (or another primary school who may be less involved) to the potential from Rotherham Ready.
- 4.32 Establishing trusted sources of information has been fulfilled by Rotherham Ready in 2 critically important ways. First has been the credentials of CEI Warwick and how the team relates in practice, which is in supportive, developmental and gently challenging ways. Second the best source of trusted information for teachers is their peers, achieved through Enterprise Champions and through the networks Rotherham Ready keeps alive. Attendance at events remains high and demonstrates the commitment that has been fostered.
- 4.33 Warwick and Enterprise Champions are also fundamental in developing skills and capability to enable enterprise education. The Enterprise Champion training is now delivered by experienced teaching staff who previously underwent training. The delivery to groups of staff from a mixture of schools also fosters mutual self-help and ideas exchanges. Sheffield Hallam University has helped with teachers' CPD and fulfils a recognised leading role regionally on graduate enterprise and entrepreneurship. An unanticipated outcome for one Young Entrepreneur is that she was inspired by her involvement in Rotherham Ready to qualify as a teacher. We should not undersell the learning value from initial 3rd party provision which has enabled schools to pick-up on ideas and approaches. And then there is the website whose content is generated by those actively involved and provides a virtual repository of resources and a library of materials. All this is made available through Inspire Enterprise Champion training, whole-school tailored INSET training offers, cluster days and (now) through Headspace.
- 4.34 The final ingredient in enabling is having in place the support and brokerage services. There are only 3 people in the Rotherham Ready team, Jackie Frost, Catherine Brentnall and Bex Mollart, assisted by Amanda Evans on monitoring/finance. The project finance analysis in section 2 showed how little of the funding is absorbed in overhead costs. None of those we interviewed regarded the team as an overhead. Everyone rates their support highly and acknowledges the significance of 3 people keeping the plates of 127 schools/colleges spinning. The team, though, point to the breadth of support from the Council, partners, schools, teachers and young people. Rotherham Ready religiously acknowledges the financial support of and encouragement from Yorkshire Forward who are delighted with how the project has turned out. The funding has been particularly important to finance schools' costs of the Warwick Award which has also played an important part in engaging and enabling schools to develop enterprise.

- 4.35 The Ofsted inspection picks-up on how Rotherham Ready has enabled:
- ❖ Inspired headteachers and teachers to get involved.
 - ❖ Developed a common understanding of enterprise education.
 - ❖ High quality professional development underpinned by good resources/support in schools.
 - ❖ The Warwick partnership.
 - ❖ The Sheffield Hallam University partnership.
- 4.36 Ofsted picked out 4 areas for development – 3 of which can be regarded as relevant to enabling. These are:
- ❖ **Identifying learning outcomes for the Big 13 and how they are evidenced to demonstrate progress:** this has been accomplished now in ‘The Big 13: Enterprise Entitlement through the curriculum’ and done very well. Practitioners have led on this, eg through key stage focus groups for the outcomes matrix and designing units to encourage accreditation and development at KS3.
 - ❖ **Impacts monitoring, eg performance in tests, attendance, levels of NEETs, business views on employability, young people becoming self-employed:** one consultee added saving the whale and bringing peace to the Middle East as a comment on the realism of this – these are certainly matters to be monitored but will not be solely impacts of Rotherham Ready.
 - ❖ **Improving assessment and recording of progress by aligning self, peer, teacher and external evaluators:** the 1st of these is covered in ‘The Big 13: Enterprise Entitlement through the curriculum’ and as it comes from practitioners, we can be confident it will be used. The 2nd is, we think, unfair, having seen the volume of ring binders of evaluations, pupils’ scrapbooks and enterprise wheels, the previous Sheffield Hallam evaluation report and learned what Rotherham Ready and partners do as a result. An example is early problems between schools and businesses on Make £5 Blossom revealed by feedback sheets and ironed-out quickly for future rounds. We hope our report adds to this evaluation ethos.

Enterprise Culture: Encourage

- 4.37 Encouragement in an enterprise culture strategy that focuses on enterprise education has several potentially favourable sets of circumstances to utilise. Peer and role model effects have significant impacts on attitudes. The school curriculum, schools as institutions and individual teachers (eg the Gilbert Review 2006) are key influences on values and aspirations. Organisational culture in schools is a powerful transmitter of attitudes and values influencing and reinforcing behaviour. Employers, apart from any self-interest they may have relating to young people, are probably more attracted to corporate social responsibility initiatives involving children and their wellbeing than to some other forms of more abstract benefits.
- 4.38 Rotherham Ready works through these channels in both an instrumental and a systemic way. From the Cabinet Office’s examples of using encouraging measures at the group level, the following table can be shown to relate to Rotherham Ready.

Type of Encourager	Rotherham Ready Messages
Group budgets	The funding available to Rotherham Ready has enabled flexible use of often small amounts of money towards activities that economists describe as having strong public good properties, eg supporting the costs of the Warwick Award and paying for supply cover of teachers being trained. Schools, through Make £5 Blossom, also use their £150 business loan creatively and flexibly.
Group contests	Although the project now has less emphasis on competitions and challenges than it did, some elements, eg Young Enterprise and some Young Chambers retain aspects of this. Merit awards based on the Big 13 are used in schools, although the contest dimension is not a major feature.
First mover rewards	Support for and showcasing of the Warwick Awards including Rotherham's list of 'firsts' and the Platinum Awards help to catalyse change amongst the wider group of schools/colleges.
Social marketing messages	Enterprise Champions training, CPD, tailored INSET training offers/cluster days and Headspace begin to establish a norm amongst teachers and schools/colleges by providing an attractive 'offer'. Popularising and making accessible the Big 13 amongst pupils/students has peer group ripple effects. User-generated content on the website reinforces the mutuality of the project.
Contracts or codifications at the group level	This is where documentation of the Big 13 into the enterprise entitlement for 4-19 introduces, in effect, a code which binds the schools/colleges. Those who may be slower to get fully involved are identified through Rotherham Ready monitoring and are brought into the group by various means of encouragement, including other schools and teachers.

4.39 Intrinsic in Rotherham Ready's encourage message is that the project offers alternatives to what are described as prescriptive rigidities in the curriculum for teachers and their pupils/students. There are many other alternatives promoted to schools. The Bexley Heath Creative Learning Journey has secured a lot of support from primary schools and the RSA's 'Opening Minds' framework is one aimed at secondary schools and academies. The enterprise education content on TeacherNet is not easily traced and absorbed. Seeing the wood for the trees is a problem for school heads and teachers so having a self-developed Rotherham product across 4-19, supported by Rotherham Ready, with Yorkshire Forward backing is an appealing proposition. Furthermore, using enterprise education as the entry route into different ways of learning was likely to resonate well with the Regional Development Agency.

4.40 From the Ofsted inspection of Rotherham Ready, particular strengths regardable as encouragement measured included:

- ❖ Enterprise education seen as integral to improving teaching, learning and raising achievement – “*developing enterprising learners also requires enterprising teaching*”.
- ❖ High quality professional development has promoted appropriate teaching and learning styles.
- ❖ Enterprise Champions keep enterprise education on the agenda when there are many other pressures on the curriculum.

4.41 An area for development, cited by Ofsted and relevant to encouragement measures, was liaison between different phases of education to ensure progression and continuity. Some consultees felt the transitions can be problematic as not all pupils/students have been immersed in enterprise education to the same extent.

- 4.42 Other consultees felt liaison now is far more commonplace, partly because of Rotherham Ready but also because KS3 is now the critical transition point from primary and then into 14-19. This 'washing through' is particularly noticeable in FE, for example Rotherham College of Arts and Technology has 600 students aged 16-19 electing to take the NCFE Award in Developing Enterprise Capabilities.

Enterprise Culture: Exemplify

- 4.43 Exemplification is pervasively used by Rotherham Ready in consistent and persuasive messages communicated through published materials, events and the project website. In particular, the work by and pictures of young people used in Rotherham Ready communications exemplifies the essence of the project as do case studies and testimonials from and recognition for teachers. The Warwick Awards represent exemplification as well.
- 4.44 An unanticipated effect which can be associated with the confidence in schools engendered by Rotherham Ready is another form of national award. This is the Leading Aspect Award, around 600 of which have been gained nationally by schools and providers. In our region, there have been 56 awards, ie a proportionate number. Of these, 30 have been gained in Rotherham, ie well above the Borough's weight in the region. These awards in Rotherham are secured for a wide range of leading practice, eg self and peer assessment, cross curricular approaches, attendance and, just recently, enterprise education. While pursuit of awards may be dismissed by some as a distraction, they can be symptomatic of leadership and continuous improvement cultures that, in turn, permeate through into recognition by Ofsted inspections.
- 4.45 The visible and active support of the Children and Young People's Service of the Council is a further source of exemplification. We had expected, however, that Rotherham Ready would feature more highly in the Council's and LSP's published plans and strategies.
- 4.46 One particular form of exemplification is replication, as is occurring in Hull through Hull Ready, a primary enterprise programme based on Rotherham Ready. Here Rotherham Ready is contracted by YPEF to run the project in partnership with Hull. It is not, however, a straightforward transplant because there is more behind it than may, at first, appear.
- 4.47 Both Hull and Rotherham have had active youth enterprise programmes and partnerships in their areas and have sustained a relationship with one another on this front. So when the YPEF-originated offer to Hull was forthcoming, there was already a receptive environment and Hull wanted, especially, to develop teacher and pupil exchanges because, like Rotherham, Hull leads on a sub-regional Enterprise Learning Partnership.
- 4.48 Hull Ready was launched in November 2008 during Global Entrepreneurship Week, followed by the 1st Inspire training event in January 2009 and the launch of Make £5 Blossom in February 2009. It uses the same corporate imagery as Rotherham Ready and features Rotherham MBC prominently. The launch secured a greater attendance from Hull schools than expected, business engagement has been secured on a 1:1 basis, helped by £3,000 from the St Stephen's shopping centre as the loan finance for Make £5 Blossom and by Debenhams offering concession space in its store for trading ventures. The relationship between Hull and Rotherham is one of equals in a programme rather than a contract manager and beneficiary. Additionally, Hull now has quite a vibrant secondary schools KS4 commitment (with 2 Young Chambers so far), Hull College has become more closely involved and a new project involving the city's Premier League football club (Hull City AFC) and the Super League rugby club (Hull FC) starts in April, supported by Yorkshire Forward. Gradually, therefore, Hull is working towards the Rotherham Ready 4-19 model.

- 4.49 The Hull example demonstrates that Rotherham Ready is not specific to Rotherham alone; it also illustrates how the successful style of the Rotherham Ready team used in the Borough can open doors elsewhere by being supportive and flexible rather than being parachuted-in. Schools and LEAs elsewhere in the region (and beyond) are exploring with Rotherham Ready further relationships. Partners in Rotherham appreciate this recognition, can see the utility of the Centre of Excellence social enterprise model as a route to sustainability, but would be anxious if these imperatives deflect attention from servicing Rotherham Ready.
- 4.50 The Ofsted inspection as a process and product helps with the exemplification aspect of fostering enterprise culture. While it remarks upon good and outstanding practice, on being impressed and other positive observations, it makes no particular comment about replication.
- 4.51 We also learned a review of Ofsted school inspection reports for the region revealed only an occasional reference to enterprise/education, suggesting that it does not feature particularly prominently on the Inspectorate's agenda.

Culture of Enterprise in Schools and Colleges: Reflections

- 4.52 Through what it has been doing and the extent to which it has been accomplished, Rotherham Ready has demonstrated the application of culture change as outlined by the Cabinet Office. The project has pursued activities that enabled and encouraged schools/colleges, teachers and pupils/students to switch behaviour by actively engaging with them and by clearly and consistently exemplifying the desired behaviour sought through enterprise education. We have learned how pupils/students switch on teachers and vice versa, how teachers exchange ideas/insights, and how pupils and schools infect their parents, governors, businesses and communities with their enthusiasm. Confidence ripples out from the classroom.
- 4.53 The partnership behind Rotherham Ready has remained committed throughout. Where partners have also had a role as providers, this has been properly managed by all concerned. The project gives full acknowledgement to their contributions in publications, events and on the website. The organisations involved (partners/funders/providers) include:
- ❖ Business & Education South Yorkshire
 - ❖ Creative Partnerships
 - ❖ Arts Council England
 - ❖ Sero Consulting Ltd
 - ❖ Young People's Enterprise Forum
 - ❖ South Yorkshire Objective 1
 - ❖ Barnsley and Rotherham Chamber of Commerce
 - ❖ Investors in Education
 - ❖ Music Factory Entertainment Group Ltd
 - ❖ NESTA
 - ❖ Sheffield Hallam University
 - ❖ Young Enterprise
 - ❖ University of Warwick - Centre for Education & Industry
 - ❖ Rotherham MBC
 - ❖ Yorkshire Forward

- 4.54 The Enterprise Champions represent a far larger than originally envisaged field force of agents in schools and colleges. They will be ambassadors and disciples for enterprise education in Rotherham for the future.
- 4.55 The Cabinet Office observes that “Governments tend to overestimate what they can achieve in the short run and underestimate what they can achieve in the long run”. Rotherham Ready is, inescapably, a long run culture change programme and, after just over 3 full years, Rotherham is readier now than it was in 2005.
- 4.56 The culture change framework has (we think) been a useful one into which to locate Rotherham Ready. Doing so has tested the utility of the framework for further application and development of the Rotherham Ready model. And it has shown that, whether by design or by good sense, Rotherham Ready has been using the approaches identified by the Cabinet Office. This gives Rotherham Ready additional spotlighting credentials and may be of assistance to Yorkshire Forward and YPEF in approaches elsewhere to enterprise culture development.
- 4.57 It does, however, only get us so far in terms of empirical evidence of outcomes. Culture change programmes aim to shift attitudes and behaviours. It is difficult to predict outcomes from behaviours because of all the other influences, over a long period of time, which bear on the choice of individuals. Being realistic, all the effort and expenditure on education in Rotherham (gross annual revenue expenditure on Children’s and Education Services by the Council, for example, is over £300m) has to contend with many other influences. Rotherham Ready, at £1.4m over 4 years, is tiny by comparison. Intermediate targets and assessments for evaluation are more appropriate in such circumstances.
- 4.58 The original Rotherham Ready Vision for 2009 is, therefore, an intermediate one. It proposed:
- ❖ Rotherham becomes the 1st town or city to deliver enterprise education opportunities across 4-19 – an ambition very close to being accomplished.
 - ❖ The enterprise activities form a ladder of entitlement and ensure progressive development of enterprise skills, knowledge and qualities – now in place.
 - ❖ Rotherham is formally acknowledged as a Centre of Excellence in Enterprise Education, providing support/guidance to regional, national and international partners – unless one is precious over the phrase ‘formally acknowledged’, this is achieved.
 - ❖ A coherent system for education/business enterprise activity has been established which fosters high quality relationships between education and the business community – we are tempted to say on this one that miracles take a little longer than 3-4 years. In its own terms, Rotherham Ready has a coherent and partially selective system. The employer engagement field is ploughed many times as initiatives and agencies come and go. A recession is also a difficult time to enlist employer engagement. In any event, total employer engagement is unrealistic and schools could not manage if it was accomplished. So, in this regard, Rotherham Ready is a small part of a much bigger endeavour.
- 4.59 Rotherham Ready’s objectives (as itemised on the website) are summarised as follows:
- ❖ Establish a ladder of learning opportunities (4-19) – done.
 - ❖ Establish and train an Enterprise Champion in every school and college – close to being done.

- ❖ Maximise initiatives which promote employer engagement – our view is that Rotherham Ready has optimised initiatives, a wiser approach of quality rather than maximised quantity.
- ❖ Embed enterprise skills in schools and colleges – well on the way to being done.
- ❖ Engage employers/effective education/business partnerships – see comments on the vision above relating to this.
- ❖ Improve employment skills – making a start, full results will take a generation.
- ❖ Encourage more entrepreneurs and business start-ups – a possibility in future when there may be fewer avoiders and, at least, more thinkers and some possible doers.
- ❖ Improve Rotherham’s future economy – on the balance of probability, this could be likely but recent and current events should make us all less sure/certain about futures. Without enterprise skills and understanding, though, the outlook for the future economy would be even more uncertain.

4.60 Taken literally, therefore, one may temper the achievements against the avowed objectives. Step back from these and it’s hard to deny that enterprise education is a good thing, sought by Government, supported by Yorkshire Forward and demonstrated how to approach it in a whole Borough by Rotherham Ready. For the University of Warwick CEI, who have an influential track record in enterprise education, Rotherham Ready has provided an action research laboratory in which to develop and apply their thinking, tailoring the approaches (eg to environmental and social enterprise themes) and to disseminate and transfer knowledge based on leading edge practice. In these regards, we can conclude that Rotherham Ready:

- ❖ Fulfils a demonstration and catalyst role of a way to put into effect one of the ambitions of the RES.
- ❖ Shares its good practice and lessons learned in an open manner, helping to inform policy and practice.
- ❖ Brings a practical model to the Government’s ideas about enterprise enablers and to the Cabinet Office thinking on culture change.

These represent the Strategic Added Value of Rotherham Ready. They do not, though, click as soundly as hearing a 7 year old boy at a Make £5 Blossom event talk about leadership and recognise “my mum and dad are examples of leaders for me”.

Some Suggestions for Rotherham Ready

- 4.61 There is (in our view) little scope from our research and evaluation study to make recommendations about Rotherham Ready which have not already been thought about and are planned for the future. We think, though, that there are some suggestions to offer, relating to the project and the partners, for consideration.
- 4.62 First, in relation to Rotherham given that the project is going to continue, albeit with a reduced level of funding:
- a. Keeping to the principled and proven success factors fostering ownership and development by teachers, schools and colleges, supporting networks and exchanges, and celebrating achievements should remain as the overarching ethos and priority for resourcing.

- b. Sustaining the level of support provided by the Rotherham Ready team is essential because there are schools yet to become fully engaged and because staff in schools and colleges will change and their replacements need enlisting and coaching.
- c. Adhering to the enterprise education essence, as pioneered through Rotherham Ready, will safeguard the integrity of the model; diluting it in order to fit the terms of external funding would prejudice the integrity of the approach.
- d. Continuing to demonstrate the contribution of enterprise education to schools improvement is vital in order to align with Council policies, priorities and service delivery to secure recognition in strategy and policy documents and in organisational infrastructure and, ideally, unlock access to Council financial resources.
- e. If at all possible, find ways and means to retain the involvement and support of the CEI team from the University of Warwick.
- f. This is a difficult time for employers, compounded by a proliferation of employer engagement initiatives; Rotherham Ready should resist a mass engagement strategy, not rely only on intermediary organisations, keep doors open through networking and communications and, as has been done, use existing relationships and support schools in developing their own.

4.63 In developing Rotherham Ready over the past 4 years, the project has reached a breakthrough point which deals with learning outcomes, how these can be evidenced and with learning progression. These are the challenges posed for enterprise education nationally. It is important now to apply these and, without adding to administrative burdens, to try to capture data so as to 'road test' the frameworks and to demonstrate their effectiveness. In effect, Rotherham can be a test bed of national significance and a proposition to this effect could secure resources for a pilot.

4.64 A related development and profile building suggestion stems from the use in this report of the Cabinet Office Strategy Unit framework for culture change and how this has also been used in the later publication relating to aspirations and attainment of young people. There could be a receptive audience in Whitehall through this theme which Rotherham Ready and partners could seek to reach and may secure a return on the investment in doing so.

4.65 A bundle of suggestions relates to how Rotherham Ready can champion enterprise education further, beyond Rotherham and recognising a lot is afoot on this score:

- a. A message from partners in Rotherham reflects shared pride in what has been achieved and wants more areas to know about and learn from Rotherham Ready, but hopes that the Team does not get unduly deflected to service delivery elsewhere.
- b. The enterprise education 'industry' has spawned further products and providers who will, in enterprising ways, seek to make their own marks on policy and practice. Because there is a degree of fashion in this where procurers like to ring the changes every so often, Rotherham Ready needs to retain a presence in networks and should use influential, well-connected ambassadors to ensure Rotherham Ready does not become a victim of fashion.
- c. Agency relationships have been important and carefully nurtured, but are based on how people get on. Yorkshire Forward, for example, rates Rotherham Ready as a successful and highly important project. The contract manager has, however, now left Yorkshire Forward. Refreshing the contacts circulation list and invitations to showcase events are necessary to keep Rotherham Ready in the corporate consciousness of critically important agencies, at all spatial scales, from local upwards.

4.66 Finally, the longer term outcomes will warrant some anticipatory preparation. The cohort of enterprising confident and self-reliant post 16/19 leavers will be steadily growing in Rotherham. Their range of destination options are being mapped out in the Y&H 14-19 Challenge. Rotherham's 14-19 infrastructure groups need to be sensitised to the strong probability that the outlooks of their caseload customers may be quite different from previous generations and that, therefore, their information, advice and guidance services/practices may have to adjust. For those who seek a business start-up/self-employment outcome, Rotherham Youth Enterprise and partners (eg Rotherham Enterprise Agency, Prince's Trust, Business Link etc) are part of the 14-19 infrastructure too.

APPENDIX: KEY CONSULTEES

❖ Jackie Frost	Rotherham Ready Project Manager
❖ Catherine Brentnall	Rotherham Ready Project Officer
❖ Bex Mollart	Rotherham Schools Liaison Officer
❖ Amanda Evans	Rotherham MBC - External Funding Team
❖ Karen Borthwick	Rotherham MBC - School Effectiveness Service
❖ Malcolm Hoare	University of Warwick - Centre for Education & Industry (CEI)
❖ Andrew Denniff	Barnsley & Rotherham Chamber of Commerce
❖ Christine Millward	Barnsley & Rotherham Chamber of Commerce
❖ John Lewis	Barnsley & Rotherham Chamber of Commerce
❖ Joyce Tinker	Business & Education South Yorkshire
❖ Fiona Arnison	Gloucestershire County Council
❖ Charles Cracknell	Hull City Council
❖ Lynn Marshall	Nottinghamshire County Council
❖ Gary Dunne	Rotherham Enterprise Agency
❖ Liz Wallis	Sero Consulting Ltd
❖ Sheila Quairney	Sheffield Hallam University
❖ Mike Garnock-Jones	Sheffield CC - LEGI Team
❖ Henry Rigg	Yorkshire Forward
❖ Janet Brumby	Young Enterprise
❖ Kevin Donnelly	Young Enterprise
❖ Suzy Alderson	Young People's Enterprise Forum (YPEF)
❖ Grace Rogerson	Dearne Valley College
❖ Zena Taylor	Hilltop Special School
❖ Alice New	Maltby Comprehensive School
❖ Charlotte Taylor	OnTrack PR
❖ Rachael Booth	Rotherham College of Arts & Technology
❖ Kate Shaw	Sitwell Infants School
❖ Helen McLaughlin	St Mary's Catholic School
❖ Tony Dowling	Thomas Rotherham College
❖ Paula Harmer	Thorpe Hesley Junior School
❖ Adrian Smith	Wales High School
❖ Lucy Bennett	Young Entrepreneur
❖ Richard Hilton	Young Entrepreneur
❖ Lucy Teagle	Young Entrepreneur
❖ Katrina Robinson-Brown	Young Entrepreneur