



IMPACT REPORT 2017



**One day, all students
will build the skills,
experiences and
aspirations to succeed.**



Tom Ravenscroft

Founder & CEO, Enabling Enterprise

It's a huge pleasure to be able to share our Impact Report for 2017.

The last year has seen our partnership take a meaningful step forward towards achieving our mission.

Our programmes have continued to grow quickly, with over 87,000 students across the country taking part in an Enabling Enterprise programme in the last year. That is almost double the number just two years ago.

This year we passed a milestone, with over 250,000 student programmes now completed over the seven years of Enabling Enterprise.

Strengthening impact

What is most exciting to me, though, is that as Enabling Enterprise continues to scale at pace, we are also seeing increasing levels of impact.

Part of this is captured by the anonymised feedback from the teachers who are delivering our programme: over 92% were highly or completely satisfied with our programmes.

At the same time, we have more students than ever before

assessed through the Skills Builder assessment tools. These have highlighted that our primary-age students are making an average of 3.5 months more progress than their peers who have not been part of Enabling Enterprise programmes. At secondary school, this stretches further.

This progress changes everything: it takes our children and young people from a situation where every year the skills gap widens, to one where it closes. At primary and secondary school we are seeing our students making sufficient progress to close the gap.

Transforming skills

We need to be making this sort of progress because the skills gap is urgent.

Our schools are overwhelmingly serving the most disadvantaged communities: 47% serve the most disadvantaged quintile according to the Income Deprivation Affecting Children Index (IDACI), and 76% serve the most disadvantaged 40%.

Across our schools, students who have not taken part in Enabling Enterprise are an average of a year behind in these skills at the

end of primary school - and the gap widens through their time in secondary school.

For every student

The strides we have made over the last year can be credited to our team, the support of our Board, and our partner schools and employer partners.

But we are serious about ensuring that one day, as a matter of course every student is building the essential skills to thrive.

So, we have also worked with education thinktank LKMco to stress-test the principles behind our work, and the evidence base for the work we're doing.

We've also consolidated everything we've learnt in a book: *The Missing Piece: The Essential Skills that Education Forgot*.

A growing coalition of organisations are now working together to turn to Skills Builder into a collective approach to transforming the essential skills we focus on.

This is heartening progress, and we look forward to being able to mark even more progress this time next year.

The missing piece in education

There is something fundamental missing in education. Knowledge and good grades are not enough.

We are a team of teachers and education professionals united by a shared sense that there is something fundamental missing for students - that they needed more than knowledge and good grades to thrive in education, enterprise and employment.

We see it in schools, where students sometimes struggle to articulate their ideas, work with others, solve problems or organise themselves to achieve their goals.

We see it in universities, where academics fear their undergraduates struggle without the structures and support offered by schools. One in twelve freshers from a low-income background drops out.

We see it in employment, where employers consistently report that they prioritise the employability skills of school and college leavers - but then 50% report that they cannot recruit young people with these skills (CBI, 2016).

In every case, students need to be skilled in communication, collaboration, self-management and creative problem-solving. The language around this is diverse and confusing: are they 'employability', 'enterprise', 'entrepreneurship', 'transferable' or 'soft' skills? We simply call them **essential skills**, because that is what they are.

Education should empower children and young people to lead successful, fulfilling and independent lives. So, as an education system, why don't we **actively teach** the essential skills we know they will need, **just as we do with numeracy and literacy**?

It is true that some students develop these skills through a roster of extra-curricular activities – sports teams, debating, drama, expeditionary travel. Some have access to their parents' professional networks and learn about different careers through friends and contacts.

But for many, especially students from less-privileged backgrounds, these opportunities often just don't exist. The effect this has on social mobility is hard to overstate; first-hand experiences of the working world are crucial for developing high aspirations and forging one's own path.

Our mission is to ensure that all students are equipped with the essential skills, experiences and aspirations to succeed.

89%
of employers

prioritise the **employability skills** of school and college leavers

only 23%
of employers

prioritise the **qualifications** of school and college leavers

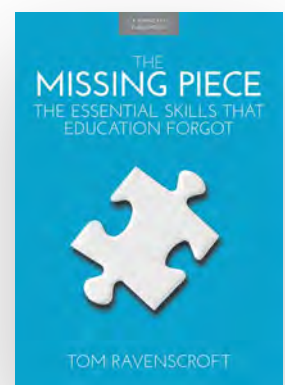
50%
of employers

say school and college leavers lack **communication skills**

CBI Education & Skills Survey, 2016

'There is a **decade of insight** behind this book, and it shows.'

Brett Wigdortz, Teach First founder



Discover everything we've learned in the brand-new book by Tom Ravenscroft.

bit.ly/TheMissingPiece2017



United Learning Care
CEO Challenge Case

Project 1: What are you going to create an event for?
Project 2: How are you going to make your event successful?
Project 3: How can you make your event successful?
Project 4: How can you make your event successful?

Good Luck!

United Learning
Taking Care of your

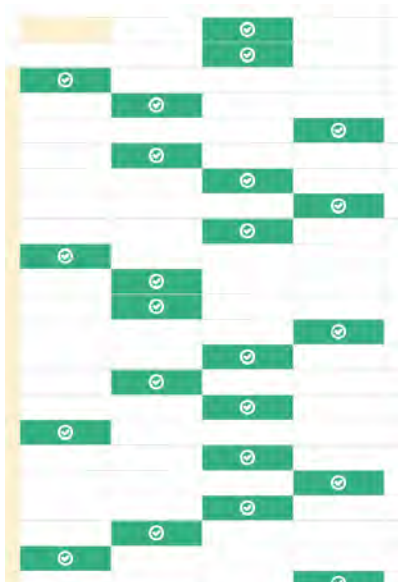
Happy Faces!

Building essential skills...

Eight essential skills for success

To fill in the missing piece for children and young people from 5 to 18, Enabling Enterprise focuses on building a high level of proficiency in eight essential skills (in four key areas).

These skills underpin success at many levels - from learning in the classroom and self-study at university, to innovating as an entrepreneur and excelling as an employee.



The Skills Builder framework

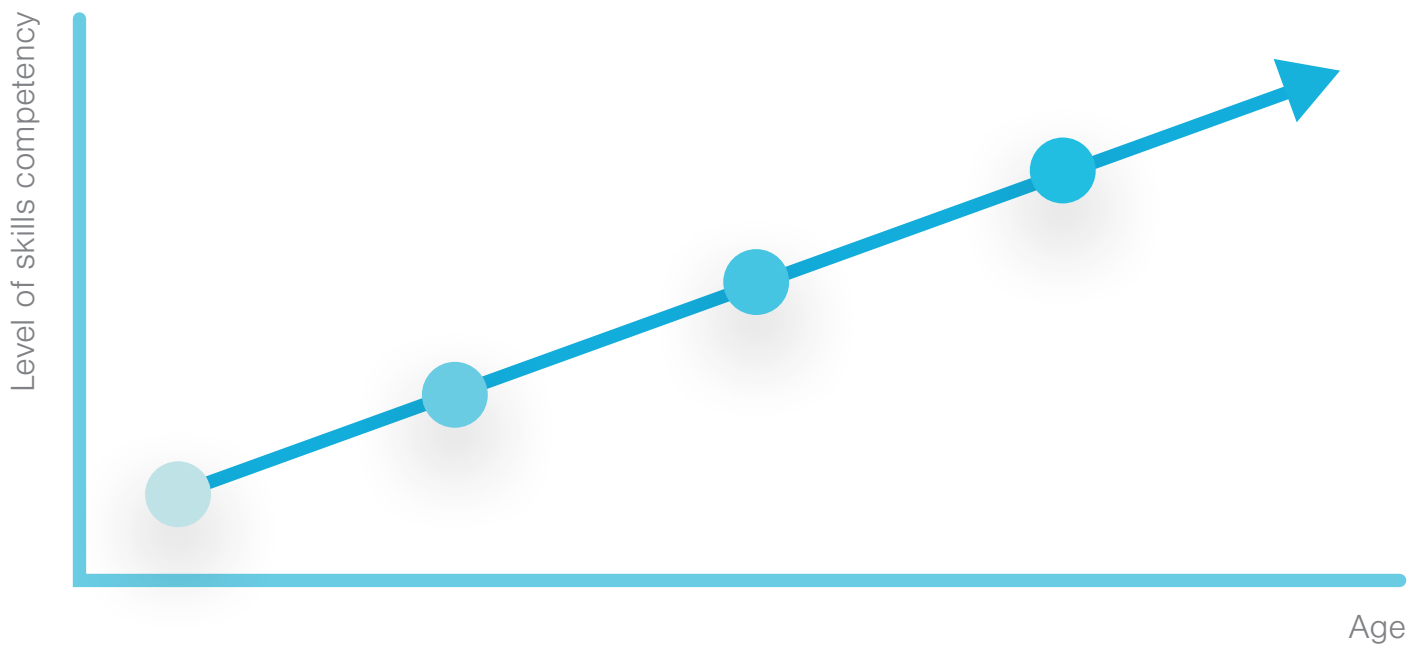
The Skills Builder framework breaks down each of the eight essential skills into teachable and measurable chunks. We can use it with children, young people, and ourselves - and we have built an easy-to-use web tool to help education professionals assess their students quickly and view data clearly.

The framework is a culmination of five years of learning, and draws together the expertise of more than fifty leading individuals and organisations. It has been independently reviewed twice, and used with over 150,000 students through Enabling Enterprise.

Find out more at skillsbuilder.org.

... and tracking progress

For each skill, we map out exactly what success looks like at each age. This means we can support students to be on the right trajectory – or, preferably, well above it.



For example, this table shows how students are expected to progress in three of our eight essential skills:

	Level 1 5/6 years old	Level 6 10/11 years old	Level 13 17/18 years old
Presenting	I can speak clearly to a small group of people I know.	I can change my language depending on the purpose and audience.	I explore different styles of presenting and consider their effectiveness.
Creativity	I can talk about when I use my imagination.	I can explain what creativity is and how it is used in different settings.	I know the most effective creative tools for my way of working.
Aiming High	I know what 'trying my best' means.	I can set my own goal that gives me a chance to try something I might find difficult.	I can create long-term goals, based on my own strengths and weaknesses.

Essential skills are **just as important** as academics...

Every day, we work with schools and employers to build the essential skills students need to unlock their learning and thrive in the real world. We know that to have a real impact, the essential skills must be **valued alongside literacy and numeracy** as a core component of our education system.

We have learned a lot over the last eight years about how best to integrate and organise an essential skills curriculum. As such, we have developed **six key principles** that underpin our work:

1. Keep it simple

A consistent focus on the essential skills helps ensure everyone's shared understanding and makes building them as tangible as possible.

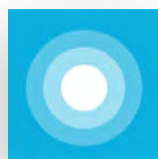


2. Start young, keep going

Starting as young as 3 years old and committing to keeping it up allows time for mastery, and ensures the skills help unlock other learning.

3. Measure it

Quantifying skills ensures a balanced understanding of strengths and weaknesses, highlights progress and demonstrates next steps.

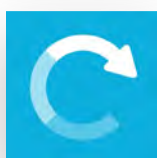


4. Focus tightly

Building skills should build upon students' previous learning and focus on achieving mastery by giving the skills the time and focus they need.

5. Keep practising

To accelerate progress in the essential skills, they should be applied and reinforced elsewhere in the curriculum and outside it.



6. Bring it to life

Keep it relevant by taking children and young people out of the classroom and by bringing real-life problems and challenges into it.



LKMco examines the evidence

This year we also collaborated with LKMco, a dedicated education thinktank, to research the state of enterprise education in today's schools, as well as evaluate Enabling Enterprise's approach.

The result is a detailed look at the rationale for building the essential skills and the core role they should have in our education system. Along the way it also explores what effectively building these skills looks like, and how progress can be meaningfully assessed and tracked.

We hope that this report serves as further evidence of the need for systemic change, as well as being useful and informative for those invested in unlocking their students' hidden potential.

Download the full report at bit.ly/LKMcoReportEE.

... and need that same level of **rigour** and **focus**

Enabling Enterprise programmes typically last for a whole academic year to avoid the trap of a quick-fix.

Our programmes offer a complete approach to building students' eight essential skills and providing experiences of the working world.

Our programmes provide three elements for our students:

We also provide support to their teachers in two ways:

Lesson-time projects

Regular lessons that teach our eight essential skills through exciting team-based projects. These might include creating a radio show, publishing a magazine or improving some aspect of school life.

Challenge days

These one-off days provide a focus for applying their skills to a unique challenge. Examples include setting up a little business, carrying out a crime scene investigation, or planning a mission to the moon.

Trips to employers

Then, to link our students' skills development to the real world, we take them to visit our employer partners. These days give them a chance to meet employees, and take part in a game or scenario to get a flavour of what the organisation does.

Training and support

We provide training and support for teachers delivering Enabling Enterprise programmes.

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

Skills assessment

To support student progress, we equip teachers with assessment tools to measure their students' essential skill levels at the beginning and end of each year.

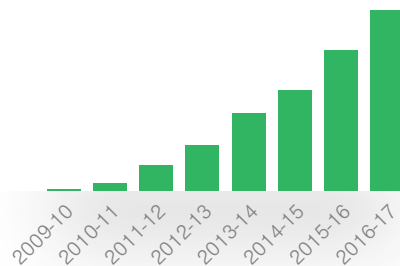
Reaching more students...

Reaching more students across the country

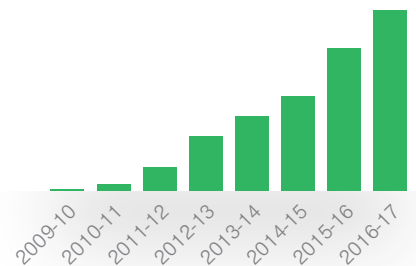
We have had a strong year, significantly growing the number of students we've worked with.

The structure of our programmes means that by training and supporting over 3,400 teachers we have been able to work with over 87,000 students.

87,209
students on our
programmes in 2016-17



3,422
teachers delivering our
programmes in 2016-17

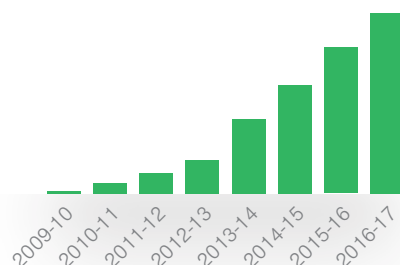


Maintaining depth of impact

Crucially, as we reach more students we want to maintain the quality of their experience.

In the last year, our students received an average of 17.5 learning hours through Enabling Enterprise – in line with last year, and a substantial increase from 13 hours in 2012-13.

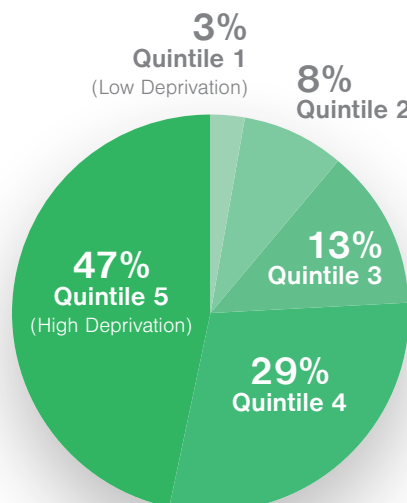
1,527,718
learning hours on our
programmes in 2016-17



Targeting effectively

We want to ensure that our work is reaching those students who would benefit the most. As part of this, we track how many of our schools fall into different quintiles of the IDACI index – which combines measures of deprivation including family income.

47% of our schools serve students in the lowest IDACI quintile, and 76% serve the most deprived 40%.



47%

of EE schools

serve students in the **most deprived** quintile

76%

of EE schools

serve students in the **most deprived** 40% of communities

... across England

North of England

8,320 students

39 schools and 310 teachers

The Midlands

15,104 students

51 schools and 589 teachers

South of England

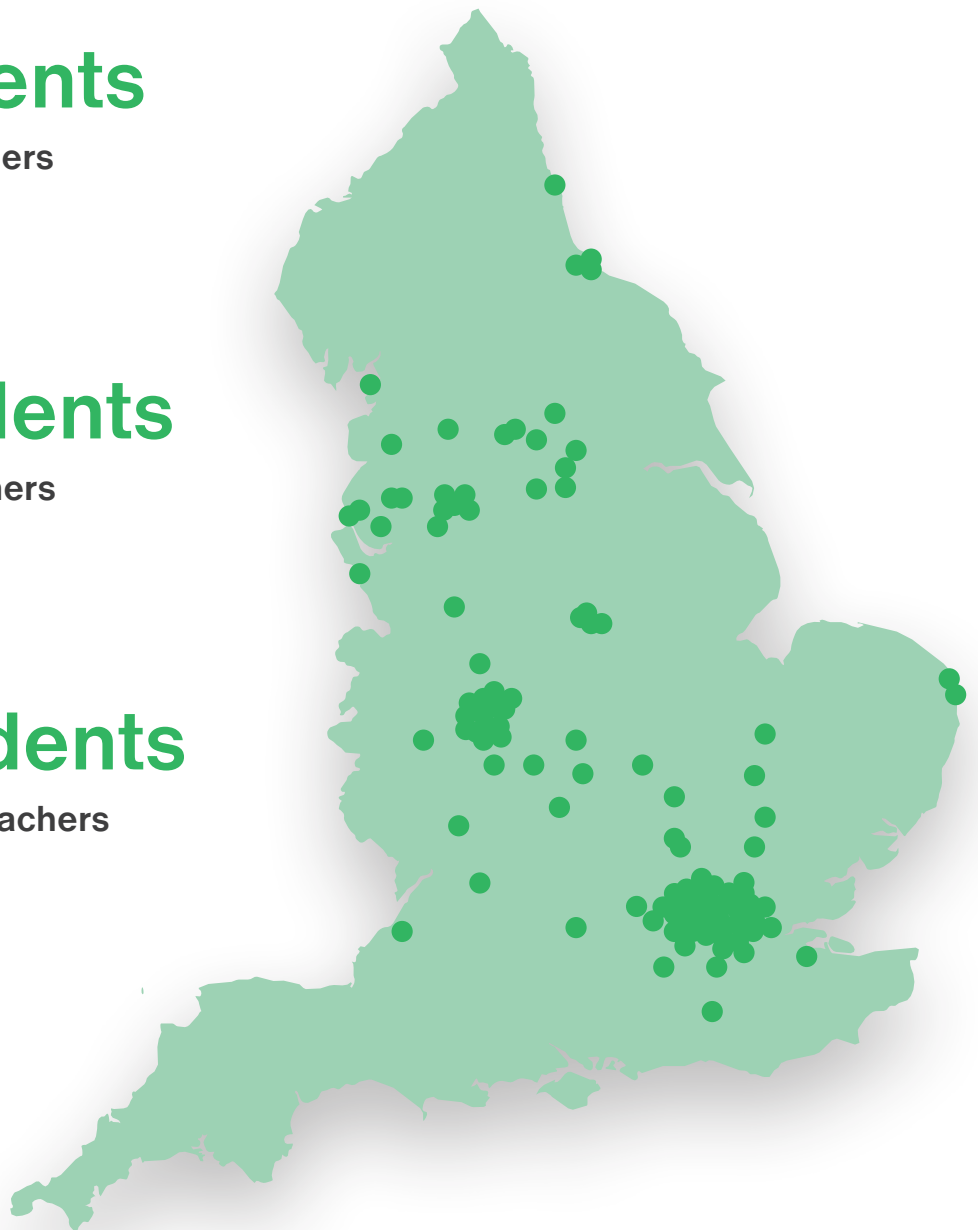
59,615 students

181 schools and 2,363 teachers

International

4,170 students

2 schools and 160 teachers



Supported by brilliant employers

Providing real insights

All our partners periodically host visits to their workplaces by groups of students, who get a chance to meet employees and ask questions. Volunteers and students then get to work on a challenge that gives a flavour of what the organisation does: a construction challenge at Lendlease, for example, or a legal case at Freshfields.

Covering all sectors

We're delighted that in the last year we've worked with employers from all sectors of the economy. This diversity exposes students to the fullest range of future opportunities.

The private sector remains our biggest group of employer partners, including international companies like PwC, UBS, Societe Generale, RSA and Oliver Wyman.

In the public sector, we've worked with a number of universities including London Business School and the University of Birmingham, as well as NHS hospital trusts and central and local government.

We've also worked with some voluntary sector partners, including Age UK.

Strategic partners

Our strategic partners financially support us to expand our work - either through developing new programmes or extending into new areas. We couldn't grow without them and thank them for all their support.

Our **trip-hosting employer partners** for 2016-17 were:



Our **strategic and funding partners** for 2016-17 were:





Primary school Without EE...

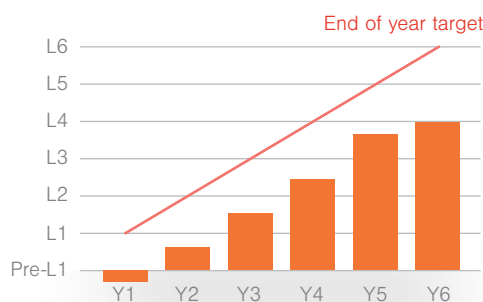
Teachers observed their classes for a number of weeks before completing the skills assessments of the students at the beginning and again at the end of the year. This way, 6,245 students were tracked across the year.

We also looked at a group of 2,774 students before they had ever taken part in EE, as a counterfactual of what happens otherwise.

The skills gap is real

Before Enabling Enterprise, the gap between what the students should do at any age and their actual skill levels opens up over time. By the age of 10, they are about one year behind.

Chart shows levels of 2,774 Year 1-6 students who had not followed an Enabling Enterprise programme versus target for age.



WITHOUT EE

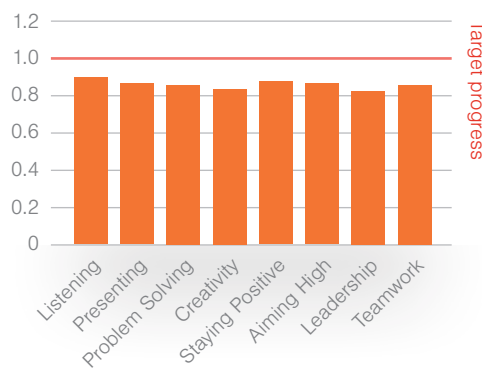
**1 level
behind**

Compared to age expectations by age 10

Students make insufficient gains

Primary students who have not completed Enabling Enterprise make, on average, just 0.86 levels of progress each year – when they need to be making at least 1.0 level to stay on track.

Chart shows calculated annual progress of 2,483 Year 1-5 students who had not followed an Enabling Enterprise programme in each skill.



WITHOUT EE

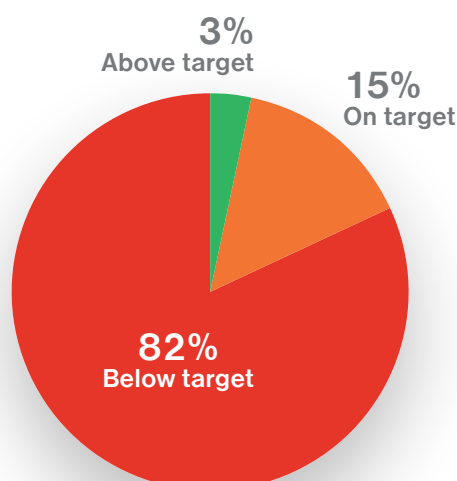
**0.86 levels
average skills progress**

1 level needed

Students falling behind

As a result, students are well below where they should be for their age. This undermines their ability to learn effectively in school, to engage with their peers, and takes them off the trajectory for future success.

Chart shows 20,906 levels of 2,774 primary-age students where an Enabling Enterprise programme has not previously been followed versus target for age.



WITHOUT EE

**18%
on or above target**
across the eight skills

Primary school With EE...

Over a year working with Enabling Enterprise, 93% of teachers see a change in their students' skills that they attribute to the programme. The results of the students' skills assessment are further evidence that this gap can be closed:

93%
of EE primary
teachers

see tangible
improvements in their
primary-age students'
essential skills

The skills gap can shrink

After a year of Enabling Enterprise, the youngest students close their skills gap and move ahead of expectations –making it easier to stay on track in the future. The older students meaningfully narrow the gap. For example, our Year 5 students saw their skills gap close by 19% after one year on the programme.

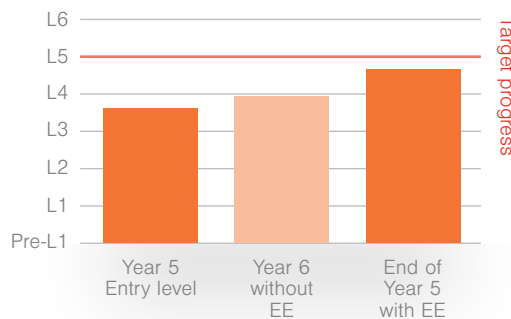


Chart shows levels of 748 students who had not followed an Enabling Enterprise programme versus 1,131 who had.

WITH EE
8.7 months
extra progress
over progress without EE

Our students accelerate

Students on Enabling Enterprise programmes consistently make more than their target 1.0 level of progress per year. The average student made 1.13 levels of progress last year, and established school programmes made 1.23 levels of progress each year.

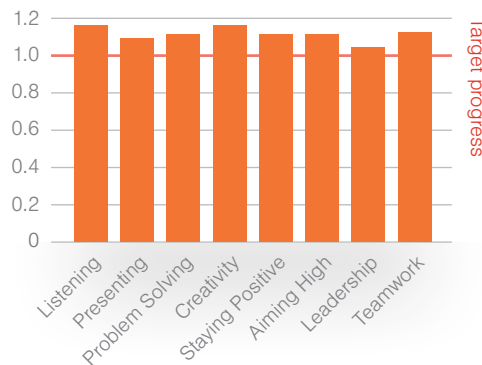
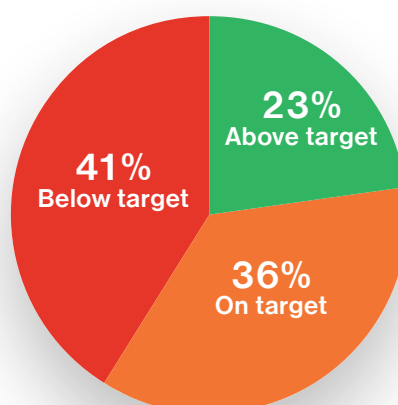


Chart shows levels of 6,245 Primary students who had followed an Enabling Enterprise programme versus target progress.

WITH EE
1.13 levels
average skills progress
1 level needed

Closing the gap

Although there is more to be done, after following Enabling Enterprise, students are much more likely to be on track. This supports them to engage with the rest of their learning more effectively throughout primary school.



WITH EE
59%
on or above target
across the eight skills

Chart shows 47,540 levels of 6,245 primary-age students where an Enabling Enterprise programme has not previously been followed versus target for age.

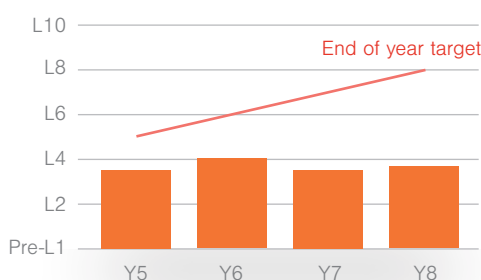
Secondary school Without EE...

This year, we have started to pull out the data from our secondary schools separately. It should be noted that we do not have the same range of data as we do at primary, so these initial findings should be treated with caution, and we are working to increase the range and quantity of data in the coming year.

Challenge of transition

As is sometimes the case with other learning, we see that the transition from primary school to secondary leads to falling back and then stalling in terms of students' development of essential skills.

Chart shows levels of 2,385 Year 5-8 students at the start of the 2016-17 school year before the commencement of their Enabling Enterprise programme.



Starting Year 7
2.5 years
behind

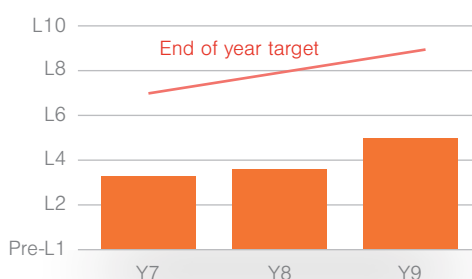
at the start of secondary school

In KS3 the gap grows

As they progress through school, the target level remains distant for most students.

At the start of Year 9, students are still almost 3 years behind.

Chart shows average level of 849 Year 7-9 students at the start of the 2016-17 school year.



Starting Year 9
3 years
behind

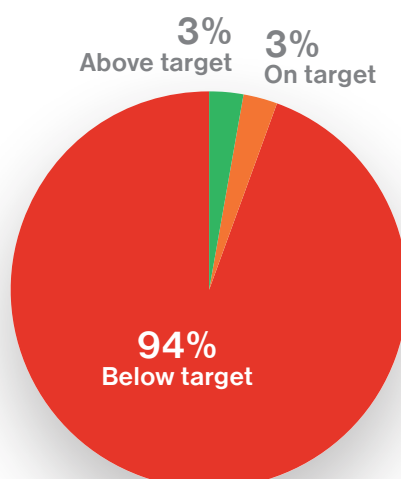
after two years at secondary school

Students are well behind

As a result, students are well below where they should be for their age.

This means that students will struggle to engage fully with their learning, or be equipped for later life.

Chart shows 1,455 levels of 215 secondary-age students where an Enabling Enterprise programme has not previously been followed versus target for age.



WITHOUT EE
6%
on or above target
across the eight skills

Secondary school

With EE...

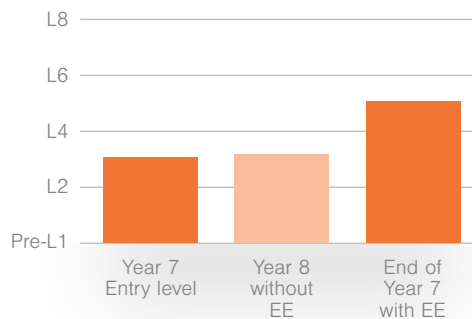
Over a year working with Enabling Enterprise, 89% of teachers see a change in their students' skills that they attribute to the programme. The results of the students' skills assessment are further evidence that this gap can be closed:

The skills gap can shrink

As an example, after a year of Enabling Enterprise, Year 7 students can quickly make progress.

They are able to make two levels of progress in a single year, putting them much closer to target, and meaning they start Year 8 far ahead of their Year 8 peers who have not completed an Enabling Enterprise programme.

Chart shows levels of 152 students who had not followed an Enabling Enterprise programme versus 271 who had.



89%
of EE secondary
teachers

see tangible
improvements in their
secondary-age students'
essential skills

WITH EE

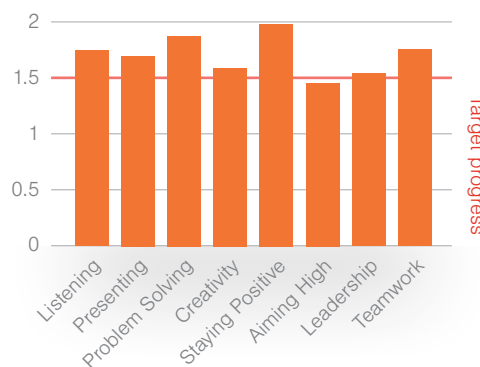
12 months
extra progress

over target 1 level
progress

EE closes the gap

EE programmes at secondary level lead to an average progress of 1.67 levels per year meaning that they should have closed the gap by the time they leave school.

Average progress of 419 Year 7-9 students over their EE programmes.



WITH EE

1.67 levels
average skills progress

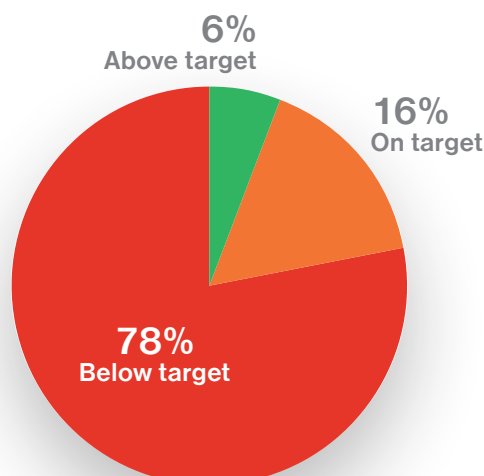
1.5 levels a year needed
to close the gap

Students catching up

The skills gap at the start of secondary school is such that there is still a long way to go at the end of a year of Enabling Enterprise.

However, the gap is closing, and with sustained progress it is possible for students to be on target by the time they leave school.

Chart shows 2,971 levels of 419 secondary-age students where an Enabling Enterprise programme has been followed versus target for age.



WITH EE

22%

on or above target
across the eight skills

Enabling Enterprise means something different for everyone

BUILDING SKILLS

Cofton Primary School Birmingham

Cofton Primary School have been working with Enabling Enterprise over the last two years.

In September, students from across the school took part in a very successful Challenge Day in order to get introduced to the essential skills and begin to develop them.

Students became part of a fictional crime investigation, working in teams to follow clues and piece together evidence. Obstacles and narrative twists were placed in their way to encourage them to stay positive and address setbacks constructively.

At the end of the day, each time shared their findings and their final solutions with their classmates.

'I always want to be in charge but after today now I know that there are other ways of helping out my team.'

Year 6 student

BUILDING EXPERIENCES

Farley Junior School Luton

Farley Junior School are in their second year working with Enabling Enterprise.

In October, students from Year 6 visited Monarch Aircraft Engineering, an independent aircraft maintenance provider. Volunteers discussed their working experiences with them and took them on a tour of the premises, including the cockpit of a full-size aircraft that was being repaired.

Everyone collaborated on a challenge to design a brand-new chair fit for an innovative airline. Students had to use their creative skills and share ideas with each other in order to solve problems effectively.

Finally, the completed designs were pitched to a panel of volunteers who decided which team deserved investment.

'I really liked how one team made an effort to include absolutely everyone.'

Volunteer

BUILDING SKILLS

Manchester Academy Manchester

This year, Manchester Academy have been working at integrating Enabling Enterprise more deeply, and in August, the whole school came together for a Challenge Day that would test their essential skills.

Their task was to remedy a booming population by designing a colony on the Moon. Students had to consider crew aptitudes, infrastructure and architecture, as well as deal with tightening budgets and looming deadlines.

Once their plans were completed, teams found creative ways to present their ideas to and took questions from their peers.

'The way the students have been able to work with people they don't usually work with and succeed is the impressive thing for me. It's been a real opportunity to be creative.'

Head of Year 8



Our connection with UBS dates back to the very earliest days of Enabling Enterprise, when they became one of the first employer partners to invite young people into their offices to build essential skills in a real-world context.

Over the last seven years we have focused particularly on making a difference to students in Hackney, a borough with which UBS has a particularly strong relationship. This focus has been enormously beneficial, allowing us to undertake research and make great strides in our practice, both in Hackney and across the country.

BUILDING SKILLS **Bridge Academy** **Hackney, London**

Bridge Academy are currently in their sixth year working with Enabling Enterprise.

Students from Year 10 and Year 8 completed two Challenge Days this year. In the first, they developed ideas for innovative social enterprises in collaboration with volunteers from UBS. The second focused on democracy and politics, as the students put together their own party manifestos and presented them to their peers.

Year 8 also embarked on a six-part Lesson Time Project where they used their maths skills to design a new leisure centre. As a result, they were invited to a 3D tech company to work on an industry-focused communications challenge.

'I really enjoyed today. I think the skill I used best was Aiming High as the day really challenged us.'

Year 8 student

BUILDING EXPERIENCES **London Fields** **Primary School** **Hackney, London**

London Fields have been working with Enabling Enterprise for two years now.

Students from Year 6 visited Multiplex, a leading construction contractor, to collaborate on their plans for redeveloping the infrastructure in their local area. Ideas ranged from a technology museum to new foster homes and youth centres, and volunteers were invited back to the school at a later date to judge the proposals.

Year 6 also visited investment bank Societe Generale to meet volunteers and complete challenges to help them learn more about the financial industry and the avenues into employment.

'It has been such a great day for them all; I have already heard the students talking about how excited they are to go to university together and come and work here.'

Year 6 teacher

Enabling Enterprise in Hackney

4,195 **402**
students **teachers**

1.1 **levels**
average progress

BUILDING CONNECTIONS **Gayhurst, Mandeville** **and Kingsmead** **Primary Schools** **Hackney, London**

In March, Gayhurst, Mandeville and Kingsmead Primary Schools made Enabling Enterprise history with the first three-school Challenge Day.

Students of all ages from all three schools collaborated to design methods of transport for the future, focused around addressing environmental issues like congestion and air pollution.

Students worked in teams on a series of challenges carefully designed to develop their teamwork, problem solving and creativity.

The day was a resounding success - so positive, in fact, that all three schools look forward to reprising the event next year.

'This challenge... fitted our schools completely and has resulted in some fantastic work across the schools.'

Executive Headteacher



enablingenterprise.org

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