

## Enterprise and Lifelong Learning Department

# Evaluation of the Whole School Approach to Enterprise in Education Pilot Programme May 2004 – January 2006

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The Whole School Approach (WSA) pilot programme was jointly funded by The Scottish Executive and The Hunter Foundation (THF) as part of its support for the *Determined to Succeed* strategy. The programme, which involved a consortium of Enterprise, Leadership and Creativity training organisations, provided a substantial range of extra resources aimed at promoting and developing enterprise in education (EinE) to schools in two learning partnerships<sup>1</sup> (LPs) in East Ayrshire. This evaluation sought to determine the impact of the programme between January 2004 and March 2006 and to consider how it might be more widely applied. The overarching aim of the WSA programme was to increase the enterprising behaviours and attitudes, and creativity of the children in the LPs which would in turn contribute to *A Smart, Successful Scotland*.<sup>2</sup>

## Main Findings

- **Primary schools** – the findings did suggest that the programme had led to a small, though statistically significant, increase in enterprising attitudes and behaviour.
- **Secondary schools** – although the findings did not confirm that there had been an increase in enterprising attitudes and behaviours over the time scale of the evaluation, interesting and potentially important differences in terms of age and gender were identified which should be used to inform future Enterprise in Education programmes.
- **Leadership** – Headteachers indicated that they found the leadership elements of benefit and, in particular, the Columba 1400 Headteacher Leadership Academy programme. At secondary level it was identified that many of those in middle management posts had significant needs in terms of leading Enterprise in Education.
- **Awareness and focus** – at both the secondary and primary level, the programme helped clarify the aims of *Determined to Succeed* / Enterprise in Education generally, as well as helping to address the key issue of how enterprise could be embedded in to the curriculum.
- **Whole Partnership** – benefits were identified in a whole partnership (rather than school) approach to Enterprise in Education; this included helping the primary secondary transition, and at the secondary level more integrated approaches to teaching.

1 A Learning Partnership consists of a secondary school and feeder primaries, as well as other related educational and local community provisions.

2 <http://www.scotland.gov.uk/library3/enterprise/sss-00.asp>

- **Enterprise Development Officer (EDO)** – although not an explicit part of WSA the EDO made substantial contributions locally to EinE and was in a good position to help promote a ‘Whole Partnership Approach’. Moreover, it was clear that such appointments had a great deal to offer in terms of taking Enterprise in Education forwards.
- **Staff Development** – substantial potential benefits were identified for staff taking on wider roles (including secondments) in the development of a whole school or partnership approach to Enterprise in Education.
- **Monitoring and research** – further research should be carried out to help establish the most effective approaches to Enterprise in Education, and systems developed to monitor their impact.

## Background

The WSA programme and this evaluation were jointly funded by the Scottish Executive and THF as part of the overall *Determined to Succeed* (DtS) strategy. The main elements of the programme took place in two phases, with this evaluation being commissioned at the beginning of the second. It should be noted that in terms of Enterprise in Education East Ayrshire had a high starting point, in that it was a Determined to Succeed Pathfinder authority<sup>3</sup> and has a long history of promoting Enterprise and Creativity.

### WSA Programme Elements - Phase 1

- Columba 1400 programme for Headteachers and some deputies.
- Leadership masterclasses with Michael Fullan (managing change and moral leadership), Andy Hargreaves (leadership, succession and change) and Tony Buzan (creativity and entrepreneurship).
- A conference for Headteachers and teachers; *Developing Creativity and Entrepreneurship*, with Brian Boyd and Tony Buzan.
- A large scale student event for 500 P7 and S1s with Tony Buzan.
- Follow up session for teachers’ with Tony Buzan building on the previous conference (see above).

### Phase 2

- Evening sessions for primary and secondary teachers with Brian Boyd ‘Train the Trainers.’
- P5 pupil afternoon sessions with Tony Buzan – ‘Creative Thinking and Mind Mapping’.
- Teachers’ twilight sessions with Tony Buzan – ‘How the brain works’ and creative thinking’.
- Parent / carers evening sessions with Tony Buzan – Mind Mapping exercises.

- The Tapestry National Conference 2005.
- Tapestry classroom sessions aimed at enhancing learning and creativity.

## About the study

In May 2004 Durham University Curriculum Evaluation and Management (CEM) Centre was commissioned by the Scottish Executive and THF to evaluate the impact of the programme, and to consider how it could be more widely implemented. Comparisons were made with two other LPs in East Ayrshire. Key research methods included:

- Contact with key programme personnel from East Ayrshire LA and Tapestry throughout the research period (May 2004 – May 2006)
- All phase 2 events attended (from March 2005)
- Survey of Headteachers and a selection of teachers regarding leadership (April 2005)
- Two focus group meetings and questionnaires with teachers from the LPs (June 2005)
- Formal interviews with LA and Tapestry personnel (June 2005)
- Two schools visited for classroom sessions (December 2005)
- Two focus groups with Headteachers (January 2006)
- Telephone interviews with Headteachers (February 2006)
- Telephone interviews with Headteachers from schools where Tapestry classroom sessions had taken place (February / March 2006)
- Throughout the research period various contacts with other relevant people, and visits to schools, were made.

<sup>3</sup> One of the 10 Authorities to receive early funding to implement the DtS strategy.

**Enterprise Survey** - A specific on-line survey was developed to gain a measure of enterprising attitudes and behaviours as identified by the Determined to Succeed review of Enterprise in Education<sup>4</sup>. This combined measures of; self-confidence, motivation, curiosity, organisational confidence, determination, responsibility, persistence, vocational confidence; to give an overall measure which we refer to in the report as total enterprise (TE). This survey was given to the P4, P6, S1, S3 and S5 students in January 2005, and to the same students again in January 2006. It was also given to students from two other LPs (i.e. control groups).

## Key research findings

The findings from the survey suggested that the programme had led to an increase in TE at the primary level, but we could not confirm this to be the case at the secondary level. We also found that it helped create a focus and increased awareness of the Determined to Succeed strategy and Enterprise in Education in both secondary and primary schools, and helped raise the Enterprise in Education skills of some of the teachers. As a general point - although the impact of the programme over the year was relatively small, if this level of benefit is maintained year on year the overall effect over the school life of each child will be far more substantial. The leadership elements, in particular the Columba 1400 Headteacher Leadership Academy programme, was found to be of significant benefit to many of the Headteachers.

## Recommendations

**Wider adoption** – in view of the overall benefits of many of the elements of the WSA model, consideration should be given to their wider adoption, in particular as a means of giving a re-focus and higher profile to Enterprise in Education. However, we appreciate that given the resource implications any national roll out would have to take place over a period of several years.

**Whole Partnership Approach (WPA)** – we would suggest that the planning and much of the operation be done at the LP level. Secondary and primary schools have differing expertise and resources which can be combined to enhance the overall value of their programme. Further, such an approach would help the primary / secondary transition process.

**Local Authority** – it is suggested that the authority retain a key role as with Determined to Succeed / Enterprise in

Education generally. Consideration could be given to setting up a local WPA group to coordinate the programmes and necessary resources (e.g. training events).

**Sponsor** – having a high profile figure was beneficial to the programme, and we would recommend that an *Enterprise Sponsor* be recruited at the LA level to promote the programme; possibly a well known local business personality. In addition a *Learning and Teaching Sponsor* could be recruited to provide a University teacher training department link (in some instances this could be web based or enhanced).

**Programme length** – we would recommend that the programme takes place over one year rather than the two. This we feel would help maintain its profile within schools and the local communities, and could provide the first step, in a step change, to the delivery of Enterprise in Education.

**Phases** – dividing the programme in to three phases would help focus on the main functions; *Preparation*, e.g. the majority of the training, *Operation*, e.g. curricular enhancement and activities, *Development*, e.g. review and plans for the future.

**Leadership** – given the importance of this to effective Enterprise in Education programmes further consideration should be given to the training needs of Headteachers and other school leaders (in particular secondary school 'middle' management). Although the Columba programme was found to be effective, in view of the time and cost implications, consideration could be given towards the development of a shorter more focused course.

**Generic teaching components** – there are a number of issues that can be addressed that would help teachers promote Enterprise in Education in all phases. For example, specific ones such as Peer Tutoring and more general ones such as understanding the place of Enterprise in Education in the education process.

**Secondary components** – this would include more subject specific issues, including how Enterprise in Education can be supported by new and innovative teaching methods, as well as developing cross-curricular work.

**Primary components** – whilst the Tapestry classroom work was found to be of benefit, it is necessary to identify how this could be more widely adopted, in particular with regard to the issue of training. Moreover, a range of resources and approaches which could be applied to different situations should be fully evaluated.

<sup>4</sup> Scottish Executive (2002a) – Recommendations from the Review Group.

**Secondments** – a number of instances were identified where classroom teachers could be seconded to their LP or other LPs to develop and promote Enterprise in Education. This includes the Tapestry training function, development of secondary resources and cross phase / departmental approaches.

**Monitoring and research** – although this evaluation has shown that a whole school approach to Enterprise in Education has many benefits there is still much to learn about how children may become a part of and contribute to *A Smart, Successful Scotland*. To this end we would

advocate the adoption of a continuous monitoring system to measure change and progress over a longer period of time, including with reference to other aspects of academic and educational performance. Importantly this should extend beyond the students time at school. This system besides having a monitoring (and research and development function), could help to identify what are the most effective approaches, in particular for different groups of children. This final point is particularly important in terms of possible gender differences which are highlighted in this report at the secondary level.

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The report “Evaluation of the Whole School Approach to Enterprise in Education May 2004 – January 2006” which is summarised in this research findings is a web only document and is available on the publications pages of the Scottish Executive website at:

[www.scotland.gov.uk/Publications/Recent](http://www.scotland.gov.uk/Publications/Recent)

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ISBN 978-0-7559-6429-1

