

Case Study

School / College:	Priory Woods School
School / College Contact:	Kendra Hatcher
Term/Year:	Autumn term 2022

Activity that has taken place to date: (Please detail activity that has taken place to date around one of the Gatsby Benchmarks. This can include examples of activities, plans, curriculum content, Enterprise Adviser activities etc. Please attach any evidence you have of activity that has taken place such as photographs, video's or student feedback).

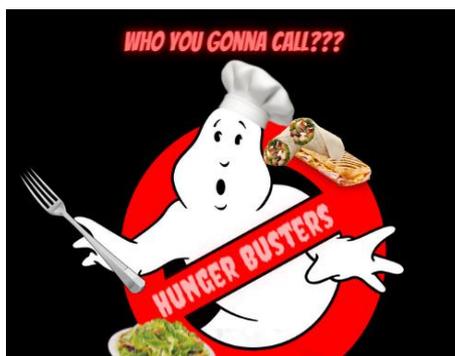
In Post 16, Priory Woods School, we dedicate a significant amount of our timetable to Enterprise as we believe this embeds key skills and best prepares our students for adulthood.

In our staff lunch enterprise sessions students are working together to set up a small business, providing lunches to staff on a Friday. This offers meaningful work experience, within familiar surroundings and offers excellent cross-curricular links as well as a wealth of learning opportunity.

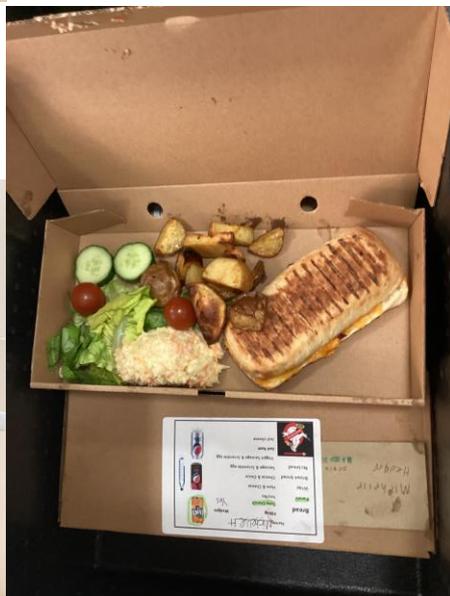
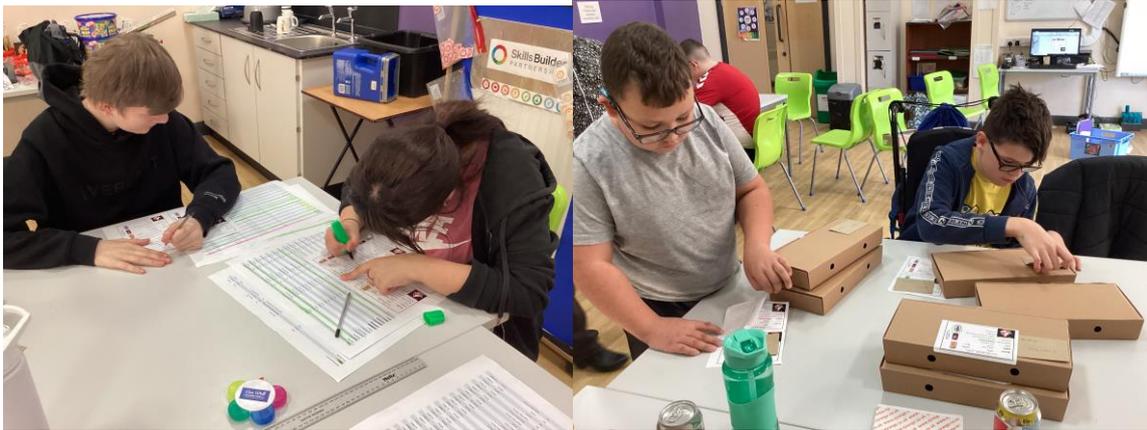
The lessons are very much student led. Over the year the students will learn many skills including team work and preparation for work. They will do this by:

- *Planning a Business - student will be encouraged to think about a project, they will concentrate on jobs required, look at money and profits and will produce a business plan.
- * Starting Up – Students will research, produce team rules, write a business plan and complete their jobs.
- *Advertising the enterprise- Students will plan and carry out ways of advertising their business.
- * Running the enterprise – Students will think about customers, money and stock.
- * Review and plan next steps.

Our current business is called Hungerbusters! We offer a range of sandwiches and paninis served with salad and an option of wedges plus a drink and a flapjack



This the Hungerbuster team at work:



Gatsby Benchmarks: (add detail around which Gatsby Benchmarks the case study highlights)

Gatsby Benchmark 4

Linking Curriculum Learning to Careers

Our staff lunch enterprise offers students the opportunity to set up and run their own company, perfectly linking curriculum learning to careers and the world of work. They are encouraged to be enterprising and innovative in all aspects of running their company.

Students are given the opportunity to show leadership, management, teamwork and communication. They develop skills for enterprise such as problem solving, decision making, open-mindedness, risk assessment, innovation and commitment.

They will also gain experience of budgeting, buying and selling and will have first-hand experience of strategic planning, board meetings, negotiations, customer service and financial management.

Impact: (What was the impact – number of students, employer engagement etc include quotes from students, employers, teaching staff:

All students are engaged. Our students thoroughly enjoy the responsibility the lesson provides. They look forward to the feedback from their customers. Teachers have noted excellent progress in many different areas as a result of the lesson and students feel more confident when attending external work experience.

Resources

Please outline below any resources, support materials, links etc used to support the activity and indicate below that you are happy to share across other schools and colleges

Our students work towards AQA units awards and ASDAN towards independence Business enterprise. We also use Skill Builder to support learning.

Below is a copy of the current planning for the lesson.

Please indicate below if you consent to

Sharing resources



Publishing and sharing the case study



Use of pictures and images



Print Name _KENDRA HATCHER_____

Signed __Kendra Hatcher_____

Date __10.11.22_____

Functional English & Communication

Application of Literacy in Everyday Life Eg

- Writing names and addresses
- Writing for a purpose - letters, shopping list, taking orders, form filling
- Reading for a purpose - letters, shopping list, responding to orders

Interacting With Others

- Planning
- Idea sharing
- Team work
- Customer services
- Communication through e-mail, telephone

ICT

Students use a wide range of ICT resources to tackle the challenge of running their own company.

- Gathering and Sharing Information
- Creating posters, leaflets, business cards
- Designing logos, packaging, price tags
- Excel spread sheets for accounts
- Sending and receiving emails.
- Letter writing
- Updating and responding to social media
- Looking after ourselves - safety on internet, respect for others
- Specific technology linked to making the product
- Advertisements and presentations

Independence

This is very much a student led session therefore independence is key and valuable skills are developed throughout all areas listed.

Accreditations

13271 INTRODUCTION TO ENTERPRISE (Staff lunches)
Towards Independence: Business Enterprise (Y14s)

Enterprise – Kendra Hatcher

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Careers and PFA

Recognise, develop and apply their skills for enterprise and employability.

Students develop employability and enterprise skills through taking responsibility for setting up and running their own real company. As a team they cope with risk, uncertainty and change in a real business environment. They are encouraged to be innovative in their ideas and develop teamwork, communication and leadership.

Learn about the way business enterprises operate, working roles and conditions, and rights and responsibilities in the work place.

Students gain an understanding of the process of setting up and operating a company through practical experience and getting to grips with the technicalities of the world of work. They gain an understanding of working roles and consider the rights and responsibilities of both consumers and employees.

Undertake tasks and activities set in work contexts.

Students are learning in a real work context through setting up and running their own business. They are placed in situations that require them act in a professional business manner e.g. in dealing with suppliers or contributing towards company meetings.

Engage with ideas, challenges and applications from the business world.

Students experience the spectrum of challenges faced by a small business first hand. They develop, through learning by doing, a wide range of skills, attitudes and qualities for enterprise and use these throughout the programme.

Skills Builder

The Skills Builder Principles underpin a rigorous approach to building essential skills. Students will work on the skills below.



Functional Maths & Problem Solving

Application of Number in Everyday Life Eg

Using a timetable, recognising a numbers to make a phone call or respond to an order

Finance -

- Shopping, budgeting, selling items, giving change, collecting money from sales, counting money, managing accounts, profits, wages

Time Management -

- Being punctual and arriving on time to lessons, working to a deadline, taking breaks at the correct time, setting up stalls, planning events including adding them to a diary, setting realistic time scales within a business plan

Measurement -

- Practical measurements when weighing ingredients, measuring packaging

Social and Emotional

- Personal Wellbeing - raising students' aspirations and developing their ability to reflect on their own and other's strengths and achievements. They gain practical experience of decision making, managing risk, negotiating and working with others.
- Looking after ourselves - safety on internet, respect for others
- Thrive activities - building on team work

Cultural Capital

Cultural capital can potentially be realised through all aspects of the curriculum - exposing students to a large variety of subject areas and arts, promoting character-building qualities that lead to creating well-rounded, global citizens, and of course the more typical expectations of education, which is to provide young people with recognised and meaningful qualifications that will open up doors to paths in later life.

- Exploring business, what do these businesses look like in other countries?
- Market research, What does the customer want? Are we taking in account needs and wants from other cultures? Dietary requirements?
- range of cookery books shared with pupils / peers
- creative opportunities - Creating posters and advert that appeal to all audiences.
- visits to local cafes, shops and businesses
- Opportunities to explore languages, mannerisms, preferences:

Good food hygiene is essential to make sure that the food you serve is safe to eat. It helps prevent food poisoning. When you are setting up a food business, you need to introduce ways of working that will help you ensure good food hygiene is right from the start. Four main things to remember for good hygiene are the 4Cs:

- Cleaning
- Cooking
- Chilling
- Cross-contamination