

Detailed Case Study for NEEP Northern Way KS5 funding

Haydon Bridge Community High School Sports College

The background

Haydon Bridge High School is a small, very rural school, with a catchment area which includes the most scenic part of Hadrian's Wall, and a large section of the Northumberland National Park.

It became very evident in the wake of the Foot and Mouth outbreak in 2001 that the rural economy was fragile and that people needed to develop the skills to cope in an ever-changing environment and economy. The school, along with other Tyne Valley high schools, participated in an Enterprise Pathfinder pilot scheme for the DfES under the umbrella of Tynedale Virtual College. This project ran until August 2005 and had among its aims:

- *To ensure that opportunities for enterprise education are identified and embedded in teaching and learning*
- *To ensure that enterprise learning is facilitated across a wide range of non-formal learning opportunities*
- *To facilitate continuing professional development with reference to the specialist knowledge and skills required.*

Northumberland Enterprise Learning Network (NELN) of which we are a founder member, was founded to further the experiences gained during this pilot. The key aims of NELN are to promote embedding of enterprise learning across high schools, share good practice and support lead enterprise staff.

A key part of the network's approach is developing in-house local solutions that empower schools to develop their own capacities and engender sustainable enterprise learning. We worked closely with NELN during this project, sharing experiences and good practice.

We have recently formed the North Pennine Learning Partnership (NPLP) with four local schools and several partners such as Northumbria University and Sage UK Ltd, and are increasing the amount of shared activity between these schools. We received funding from Northern Way to embed enterprise in KS3, and this was used for a collaborative school newspaper project with our partnership middle schools. This project was successful in raising the enterprise agenda lower down the school.

What we were trying to achieve

Enterprise in Haydon Bridge High School is about having ideas and making things happen. We want our students to have a 'can do' attitude towards life in general, at school, at work and in the community. If you want to succeed in life, you need certain skills and behaviours. This forms the basis of our enterprise policy.

What we did

We decided that we wanted to get value for money by keeping activities in house as much as possible. We linked into citizenship and the extended curriculum, as well as enhancing existing activity. We also used funding to pay for membership of NELN and to purchase a one-year subscription to Enterprise Tracker.

- **Enterprise tracker**

This web-based tool (www.enterprise-tracker.com) has been used to monitor enterprise activity at HBHS, and it provides a quick, user-friendly method of recording activity across the curriculum.

- **Border Reivers**

Year 12 and 13 students held a fundraising fashion show in November showcasing their creative and entrepreneurial talents.

- **CPD training**

Two key staff, Heather Howard, Assistant Head, and Vivien Drydon, Head of Year 13 received training at a NELN course on how to deliver enterprise and entrepreneurship to KS5 students, and all Year 12 students participated in entrepreneurial training (see NELN Challenge below).

- **Enterprise assemblies**

All students, including KS3 and KS4, have had assemblies linked to Northern Way enterprise activity such as Charity Day and the Auschwitz project.

- **NELN Challenge**

Activity was focused for year 12 students on the NELN challenge for high schools in Northumberland. All Year 12 students had the equivalent of 6 hours enterprise/entrepreneurial training as part of their induction. They then formed into groups to create a business idea for a small enterprise. A panel of staff judged the pitches as to viability within a school setting. A total of 8 enterprises out of 15 were judged worthy of future support. Only 2 companies, Completely Planted, a market gardening company and Sweet, a cookie making company, proceeded past this stage, and are now up and running. Staff followed the Sirolli model by facilitating companies and responding to students rather than taking a pro-active approach, as this runs counter to the enterprise agenda.

Case Study

The project we are focusing on for the case study is an Enterprise/Citizenship project involving Years 12 and 13. We had already visited Auschwitz as part of an exchange with a partner school in Slovakia in 2007, and the whole group was extremely moved by the experience, one student so much so that he changed the course he was going to study at university from Physics to International Relations.

In the Autumn term, two students and a teacher participated in a one day visit and associated activities organised by the Holocaust Memorial Trust. The

main project led on from this visit and focused around producing a set of teaching materials linked to stereotyping and prejudice for use in PSHE (Citizenship) lessons, to be trialled in partnership schools

It was agreed by the students that they would

- find out what the KS3 citizenship curriculum included as regards stereotyping, discrimination etc.
- develop a questionnaire and do market research
- concentrate on KS3 initially, and do 2-3 lesson plans for this stage including introductions, exploration of topic, conclusion

The students visited Krakow from 13th -16th March 2009 and gathered materials for the project. Due to the timescale of the project, they have not yet produced any draft materials but are intending to do this by the end of the summer term.

What worked well

- the visit to Poland was a great success (see Appendix A - excerpts from student evaluation attached)

What didn't work so well

- the overall timescale of the support funding meant that activities needed to continue into the summer term to reach completion

What surprised us

- how long it can take to get a project or student business up and running – and how easy it can be to lose sight of the end goal unless you stay strongly focused

What we learnt

- Students became very aware of how long a process it can be to produce educational materials and that determination is needed to complete a project – a very necessary behaviour for entrepreneurs

Did we achieve what we set out to achieve?

Yes, but we are aware that work is ongoing and that there is no quick fix way to embed enterprise – it has to be a culture change over a long period of time.

What we would do differently in future

Try to start activity much sooner so that we were not so rushed towards the end of the project

What we are doing now as a result of NE-PES that we weren't doing before

KS5 students have an enhanced understanding of enterprise and the Auschwitz project has helped to raise the PR/enterprise profile of the schools.

How we will sustain an enterprising culture in the future

- short term training and experience for school staff in running Enterprise activities will enable them to design and run their own supporting activities for the future.
- Enterprise will be specifically highlighted as a learning outcome in activities such as Charity Day, Music Nights, Fashion Shows
- It will also be timetabled on an ongoing basis as part of the Year 12 induction process.
- Enterprise is an integral part of the new diplomas, and linking up community/business/education as the curriculum changes will contribute to embedding enterprise
- The North Pennine Learning Partnership trust will engender an enterprising ethos from the top

What other schools can learn from our experience

- Embedding enterprise and entrepreneurship needs to focus on a bottom up process involving culture change, rather than activity days which are a great experience for the students but do not necessarily have a lasting effect.

Appendix A

Student evaluation survey – Poland Visit 2009

What are your lasting impressions from this visit?

- It has taught me a lot about a subject I didn't know much about before, and has made me think a lot more about prejudice and racism, and I now want to tell others about what I learnt and how extreme prejudice can become, and how it needs to be stopped to prevent any possibility of another massacre on this scale
- Mr Smolen (ex-director of Auschwitz museum and Holocaust survivor) also influenced and inspired me so much, and I found talking to him so interesting – it made everything seem so much more real. I won't forget this experience
- The enormity of Auschwitz Birkenau, the fact that it seemed so industrialised
- The meeting with Mr Smolen – he never lost faith
- I actually don't think I'll take a lot of things for granted any more.
- Talking to Mr Smolen really opened my eyes.
- Seeing the gallows and the killing wall, and the vastness and scale of Birkenau
- The sense of human loss
- It's so important that we all did this visit, not just to learn about the Holocaust, but out of respect for the victims
- The visit to Auschwitz made me realise just how real it all was, it's not something I'm going to forget

- How a race can be wiped out and culture forgotten
- How people were classed as lesser beings because of religion, opinion, disabilities and even hair colour
- How barbaric the human race can be
- Made me realise how little English people care about learning other languages and made me want to learn more languages
- It made me realise how good my life is and I will try not to take that for granted.

In your opinion, did the visit fulfil its overall aims of contributing to your education by:

- enhancing your knowledge of the Holocaust and giving you insight into conditions at that time, to inform and enhance this project.
- giving you the knowledge, skills and understanding to play an effective role in society at local, national and international levels.
- helping you to become an informed, thoughtful and responsible citizen.
- promoting your spiritual, moral, social and cultural development, making you more self-confident and responsible, both at school and beyond.
- encouraging you to play an active and enterprising part in the life of your school, neighbourhood, community and the wider world.
- encouraging respect for different national, religious and ethnic identities, and developing your ability to reflect on issues and take part in discussions.

Yes 14 No 0