

Staff explain why the development of enterprise skills is such an important part of the ethos at Westfield School.



Gary Simmons is Deputy Head at Westfield School: 'Our responsibility is to educate youngsters completely – in the widest sense. We are not interested in being an exam factory. We want to develop young people and improve their skill set so they leave us with good qualifications developed through effective learning but who can also articulate the skills they have developed and provide examples.'

'In all faculties, good teaching and learning is contextualised. Each subject area has looked at their schemes of work and identified what skills they will develop and then, through PSHE, students will fill in a skills passport. We'll refine that process during year 10, with the ambition being that, when those young people reach the end of year 11 in 2017, they'll have one piece of paper with their GCSE results and another that endorses their skills levels, signed off by the school and by the business champions linked to the school. This is about more than just employment.'

John Fretwell is Faculty leader for Design Technology: 'We looked at how we could bring real-life to studying Engineering and Product Design for our year 9 students - showing them Engineering is not just big factories, castings and metal bashing by working with a company that makes the skeleton bob sleigh for the Olympics team and is less than 10 miles from this school. We have people from industry who'll come in to deliver sessions for our students, supported by regular contact with teaching staff, before finally showcasing their work and their solutions alongside our engineering partners.'

'It raises aspirations in the students. That's the key. We want them to become the best they can be by showing what's out there and what's available to them. It makes them want to engage with their curriculum and to achieve more than they might otherwise do. There is a glint in their eye as they show that they really understand what they are doing and why they are doing it.'



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Darren Hurst is Faculty Leader for Business, ICT & Computing and also leads the BiG Challenge: 'What characterises a Westfield student is their determination to succeed. They have clear focus on what they want to achieve.'

'We advertise the BiG Challenge to get as many groups signed up as possible. This year, 15 groups applied to be part of it. They can set up stalls at lunchtimes and we have taken them out to Yorkshire Bank. Of course, they are interested in making money, but they also see how they can develop skills – and that includes students who may struggle with academic success. Our groups are competitive, but we find they are happy to be part of it. There is real excitement in selling just one item.'

Lucy Fothergill is a Technology teacher who has helped develop the school Malawi Project: 'Over the past two years, 28 students currently in year 10 have raised £53,000 for a trip to Malawi by making things, running shops, car washes, plant sales and other activities. They are going over there to help rebuild a primary school and provide smokeless cooking stoves, which will help to save lives. It's all pretty much been run by the young people.'

'At the outset the students had to prove they were willing to raise the money and so those are committed to the project. While it may be fun, they understand they are going to find out about a different culture and actually helping at the primary school. There are two thousand children registered at the school and one of their classrooms is a tree.'

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