



GOLD

STEP 1 (STRATEGIC PLAN) ACHIEVEMENT CRITERIA GOLD LEVEL

Please use your judgement to score each question ‘Insufficient’, ‘Sufficient’ or ‘Exceptional’ based on the descriptions given. **Where an answer appears to fall into more than one category, please choose the option which is the best possible fit.**

Section A: Executive Summary

For data capture and context-setting only.

Section B: Market Research and Target Market

1. Here is a description of the latest Market Research we have done to update our understanding of our customer base, including an explanation of the research methods and sample size we chose and why.

SCORE	DESCRIPTION
Insufficient	Students show little or no evidence of having carried out any new market research. Or, you are not convinced that the market research they have carried out is adequate , because: <ul style="list-style-type: none"> • They have not consulted a big/representative enough sample of their target market, • And/or they have asked leading questions to influence the results, potentially overstating the demand for their business.
Sufficient	Students provided an explanation of what new market research they carried out and how they did it. They have justified the research methods and sample size chosen, and you are convinced that these are appropriate for the nature of the business.
Exceptional	Students conducted new structured and well thought out market research using two or more different market research techniques (e.g. surveys and focus groups). They have explained clearly and in detail how they did this. They have justified the research methods and sample size chosen, and you are convinced that these are appropriate for the nature of the business.

2. This is an analysis of the results of our latest Market Research and a summary of the conclusions we have drawn from it, including new information we have learned about our customer base and how this will affect our business.

SCORE	DESCRIPTION
Insufficient	Students have presented vague or no market research results. They show a limited understanding of their customer base and no obvious evidence of a market for the product or service. Their conclusions are based on assumptions or subjective statements ; there is no evidence that the conclusions have been drawn from the market research carried out.
Sufficient	Students have presented some market research results. Their conclusions are objective and useful , backed up by the evidence of their market research results. This has given them a good understanding of how to reach their customer base. There is evidence of a reasonable market for the product or service.
Exceptional	Students have presented clear, comprehensive results of their market research demonstrating a high level of analysis . Their conclusions are objective and insightful , backed up by the evidence of their market research results. This has given them an excellent understanding of how to reach their customer base and there is clearly a large market for their product or service.

Section C: Competitor Analysis

3. This is an analysis of the features of our main existing and new competitors and an explanation of how we can beat them:

SCORE	DESCRIPTION
Insufficient	Students have filled in only limited information in the Competitor table. Or, they have completed the table but with an insufficient level of detail , implying little/no understanding of their competitors' strengths, weaknesses and Unique Selling Points. They have stated a competitive advantage which is unconvincing/unrelated to their competitor analysis, or none at all .
Sufficient	Students have completed the whole Competitor table with information, facts and figures about three main competitors selling the same or similar products/services as them. They have a reasonable understanding of each of their competitors' strengths, weaknesses and Unique Selling Points. They have stated a credible competitive advantage.
Exceptional	Students have completed the whole Competitor table in detail . They have demonstrated an excellent understanding of their three main competitors. They have a deep understanding of each of their competitors' strengths, weaknesses and Unique Selling Points and have used this information to develop a well-explained, compelling competitive advantage.

Section D: SWOT Analysis

4. This is our updated SWOT Analysis [grey boxes], including how we have paired the items within the SWOT grid to guide our business strategy [white boxes]:

SCORE	DESCRIPTION
Insufficient	Students have completed the SWOT Analysis incorrectly , with very little detail , or they have left some sections blank . They have identified few or no Strengths, Weaknesses, Opportunities and Threats relating to their business and have demonstrated limited or no analysis of how to manage these elements to guide their business strategy.
Sufficient	Students have completed each section of the SWOT analysis correctly . They have a good understanding of several Strengths, Weaknesses, Opportunities and Threats relating to their business and have analysed these to present some clear, realistic strategies to minimise their weaknesses and threats and capitalise on their strengths and opportunities.
Exceptional	Students have completed each section of the SWOT analysis correctly and in detail with precise statements . They have a clear understanding of the all the major Strengths, Weaknesses, Opportunities and Threats to their business. They have analysed these to present several clear, realistic strategies to minimise their weaknesses and threats and capitalise on their strengths and opportunities, showing some level of creativity and innovation .

Section E: Marketing & Sales Plan

5. Based on the results of our Market Research and Competitor Analysis, this is a breakdown of our 4 P's (Product, Price, Place, Promotion) and how they will help us reach our target market:

SCORE	DESCRIPTION
Insufficient	Students demonstrate basic or no understanding of the 4 P's. Answers given are either short and generic , with little explanation and reasoning , or unclear/unrealistic .
Sufficient	Students demonstrate a good understanding of each the 4 P's. Answers given are clear and realistic . The plan is appropriate for the business type and target market and logical considering the results of their market research and competitor analysis.
Exceptional	Students demonstrate an excellent understanding of each of the 4 P's. Answers given are clear, realistic and detailed . Students demonstrate a high level of awareness of their target market and have utilised the results of their market research and competitor analysis results to develop an innovative, well-reasoned plan. Students plan to sell outside of the school grounds .

Section F: Operational Plan, Team Structure & Management

6. This is a summary of how we plan to run our business over the next year:
- a) This is how we will use the business as an example in different subjects:
 - b) This is how we plan to run the business outside the classroom (e.g. on weekends and during school holidays)

SCORE	DESCRIPTION
Insufficient	Teachers do not plan to use the school business as a live example in at least three different subject areas and/or students have not presented a clear plan of how they will run the business outside the classroom. It seems unlikely that they will be able to implement their Strategic Plan successfully.
Sufficient	Students mention that teachers plan to use the school business as a live example in three or more different subject areas. In addition , students have presented a brief, clear plan of how they will run the business outside the classroom. The plan appears feasible and it seems likely that they will be able to implement their Strategic Plan successfully.
Exceptional	Students explain how teachers plan to use the school business as a live example in more than three different subject areas consistently throughout the school term/year. In addition , students have presented a detailed plan of how they will run the business outside the classroom. The plan appears feasible and it seems very likely that they will be able to implement their Strategic Plan successfully.

7. **Our business team structure** – Here is the name, year group and position of each member of the business team in our organogram which shows how every student will hold at least two different positions in the business in the next year:
8. **Mentoring current and future business team members (only part A of question 8):**
- a) **This is how we plan to manage the rotation of team members between their different roles**, to make sure that the business continues to run smoothly throughout the year:

SCORE	DESCRIPTION
Insufficient	Students do not have a clear team structure , or they have described it but not included an organogram . There is no evidence that every student will hold at least two different positions in the business in the next year and/or there is no explanation or realistic plan of how the rotation of roles will be managed effectively.
Sufficient	Students have provided an organogram clearly showing their business team structure . It is clear that every student will hold two or more different positions in the business in the next year. Students have clearly described how they will manage the rotation of roles , taking into account how students will be trained/prepared for their new roles and how to minimise disruption to business operations .
Exceptional	Students have provided an organogram clearly showing their business team structure , including the name, year group and position of each student. The team involves 45 or more

	<p>students from two or more year groups. Every student will gain diverse experience by holding two or more different positions in the business in the next year. Students have described in detail how they will manage the rotation of roles, taking into account how students will be trained/prepared for their new roles and how to minimise disruption to business operations.</p>
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8. Mentoring current and future business team members (only part B of question 8)

b) This is how we plan to mentor new students this year, in order to prepare them to join the business team next year:

SCORE	DESCRIPTION
Insufficient	There is no clear/convincing plan for recruiting and supporting new students to join the team.
Sufficient	There is a simple plan in place for recruiting and supporting new students to join the team.
Exceptional	There is a comprehensive and creative plan in place for inspiring and supporting new students to join the team.

9. This is how our gender-balanced Business Management Committee will run this year based on our lessons learned from last year:

- a) **Who it will include** (how many students, teachers, parents and senior staff, and their names)
- b) **How frequently they will meet:**
- c) **What they plan to discuss:**

SCORE	DESCRIPTION
Insufficient	<p>Students do not list the members of their Business Management Committee. Or, they list them but:</p> <ul style="list-style-type: none"> • It is not made up of a variety of stakeholders (students, teachers, parents and senior staff) • Or it appears to include all the whole business team rather than select representatives • Or it is not gender-balanced. <p>The Committee plans to meet less frequently than every two months. It is not clear how the topics they plan to discuss will contribute to the good governance of the business.</p>
Sufficient	<p>Students list the members of their Business Management Committee. It includes a select number of student, teacher, parent and senior staff representatives and overall it is gender-balanced (as far as possible in single-sex schools). The Committee meets every two months to discuss topics which are key to the good governance and success of the business, e.g. progress against financial forecast, use of profits and risk management.</p>

Exceptional	Students list the members of their Business Management Committee . It includes a select number of student, teacher, parent and senior staff representatives and is gender-balanced for each type of stakeholder (as far as possible in single-sex schools). The Committee meets more than once every two months to discuss topics which are key to the good governance, success and sustainability of the business.
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10. Here is our updated Risk Assessment table, including both risks that we are already aware of from our past experience and new risks we have identified through our recent business planning activities:

SCORE	DESCRIPTION
Insufficient	Students have failed to complete the Risk Assessment Table, or have provided vague or overly simplistic information . They have a very limited understanding of the risks facing their school business and how to overcome them.
Sufficient	Students have completed each section of the Risk Assessment Table for at least three risks . They have a good understanding of some risks facing their school business and have identified simple, realistic and appropriate mitigation strategies to overcome them. They have given consideration to the majority of processes across the business and both current and future risks.
Exceptional	Students have completed each section of the Risk Assessment Table for at least three risks . They have a sound understanding of various risks facing their business and have identified detailed, convincing and appropriate mitigation strategies to overcome them. They have given consideration to all processes across the business and both current and future risks.

Section H: Networking & Learning Opportunities

11. a) This is how, and how often, we plan to connect (in person, online or by phone) with other schools running school businesses:

b) These are the 3-5 SMART objectives of our learning exchanges described above:

SCORE	DESCRIPTION
Insufficient	Students do not describe any plan to connect with other schools running a school business, or they plan to do so in a way which seems unlikely to lead to any meaningful sharing of knowledge and experience between students which would help develop their skills or school business. The objectives are not clear or relevant , or there are none at all .
Sufficient	Students describe their plan to connect (in person, online or by phone) with one other school running a school business on a one-to-one basis, at least once per term . They have at least three objectives which will support them to exchange knowledge and share their experiences with a view to furthering the development of their skills and school business .

Exceptional	Students describe in detail their plan to connect (in person, online or by phone) with one (or more) other school running a school business, more than once per term . They have at least three SMART objectives which will support them to exchange knowledge and share their experiences with a view to furthering the development of their skills and school business .
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Appendix Section: Supporting Evidence & Photos of Students in Action

Please find in this space:

1. **Three pictures** that clearly show our involvement as students in our business planning activities
2. A copy of **our timetable** showing times in the week allocated for us to work on our school business
3. **Profit Share Agreement**, completed and signed

SCORE	DESCRIPTION
Insufficient	Of the list of three pieces of evidence required, 0-2 different pieces of evidence have been provided.
Sufficient	Of the list of three pieces of evidence required, all 3 pieces of evidence have been provided: <ul style="list-style-type: none"> • The three photos clearly show student involvement in business planning activities • And the timetable clearly shows that there is time allocated in the school day for students to work on the business, and/or • And students have agreed and documented how to spend their profit. At least 25% will be re-invested in the business and the remainder will be used towards an educational/social purpose
Exceptional	Of the list of three pieces of evidence required, 4 or more different pieces of evidence have been provided: <ul style="list-style-type: none"> • The three photos clearly show student involvement across a range of business planning activities • And the timetable clearly shows that there is time allocated in the school day for students to work on the business • And students have agreed and documented how to spend their profit. At least 25% will be re-invested in the business and the remainder will be used towards an educational/social purpose

Financial Plan

1. Annual Budget: Profit & Loss and Cash Flow Forecast

SCORE	DESCRIPTION
Insufficient	Students have listed little or no information in the Annual Budget and Cash Flow Forecast sections, or the majority of the information they have listed is incorrect or confusing . There are significant errors or omissions in their calculations. There is little or no evidence that the business will make a profit .

Sufficient	Students have completed the Annual Budget and Cash Flow Forecast with information which is realistic and consistent with the rest of their Strategic Plan. The majority of the information they have listed is correct . There may be some omissions or minor errors in their calculations . There is evidence to suggest that the business will be profitable and profits are expected to grow by up to 25% over the year .
Exceptional	Students have completed the Annual Budget and Cash Flow Forecast with information which is realistic and consistent with the rest of their Strategic Plan. There appear to be no omissions or errors in calculations . There is evidence to suggest that the business will be profitable and profits are expected to grow by more than 25% over the year .

2. a) Balance sheet from last year
 b) Asset book
 c) Stock book
 d) Debtors book

SCORE	DESCRIPTION
Insufficient	Students have not filled in the balance sheet, asset book, stock book and debtors book and have not provided a reasonable explanation why. Or, they have filled them in with information which is unrealistic , or with major omissions or errors in calculations.
Sufficient	Students have filled in the balance sheet, asset book, stock book and debtors with information which is realistic . If they have left any sections blank, then they have provided a reasonable explanation why e.g. they have no debtors because they do not sell on credit. There may be some minor omissions or errors in calculations.
Exceptional	Students have filled in the balance sheet, asset book, stock book and debtors with information which is realistic . If they have left any sections blank, then they have provided a reasonable explanation why e.g. they have no debtors because they do not sell on credit. There appear to be no omissions or errors in calculations.

Students’ and Teachers’ Improvement on Skills

All schools must complete questions 1-6 of the ‘Students’ and Teachers’ Improvement on Skills’ section on the last page.