

Aviation House
125 Kingsway
London
WC2B 6SE

T 0300 123 1231
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



4 February 2011

Mr A Walker
Headteacher
Broomfield School
Wilmer Way
London
N14 7HY

Dear Mr Walker

Ofsted 2010–11 subject survey inspection programme: economics and business education

Thank you for your hospitality and cooperation, and that of the staff and students, during my visit on 25 and 26 January 2011 to look at work in economics and business education.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements included: interviews with staff and students; scrutiny of relevant documentation; analysis of students' work; and observation of six lessons.

The overall effectiveness of economics and business education, including the development of students' economic and business understanding and enterprise and financial capability, is good.

Achievement in economics and business education

Achievement in economics and business education is good.

- In GCSE business studies, attainment has been below the national average. The course has now been changed to GCSE business and economics and will be examined for the first time in 2011. The school's monitoring data indicate that attainment is likely to be above average. The large majority of students taking the BTEC level 2 qualification gain a merit or distinction grade. At GCE A level in business and economics there is a consistent track record of all students passing and the proportion gaining the highest grades increasing to above average.

- Given their starting points, students generally make good progress in formally examined courses. The school's monitoring data indicate that progress has varied from year to year and between courses, but currently most students are on track to reach or exceed stretching targets.
- As a result of very well-planned provision, all students are developing good employability skills and demonstrate good levels of enterprise and financial capability including economic understanding. Elements of economic and business understanding are assessed through the GCSE in citizenship where results in 2010 were similar to those for English and mathematics.

Quality of teaching in economics and business education

The quality of teaching in economics and business education is good.

- Varied learning activities are provided to stimulate and engage students. The range of teaching and learning activities on vocational courses is less well-balanced than on other formally assessed courses.
- Teaching is related constantly to the real world using case studies. Opportunities to engage in practical activities vary between classes and when they do occur are valued by students as highly useful learning opportunities.
- Teachers have very secure subject knowledge and understanding of assessment requirements, which adds confidence to their teaching.
- Good use is made of a range of resources, including information and communication technology, to project relevant and useful video clips.
- Students have successful opportunities to develop skills of analysis and evaluation. More able students are not always challenged sufficiently.
- Varied strategies are used to ensure that all students are engaged in learning, such as the use of mini-whiteboards. However, these strategies are not used consistently to check students' knowledge and understanding.
- Work is marked regularly with helpful comments. In vocational courses, the regular return and re-submission of work enable students to secure high grades.

Quality of the curriculum in economics and business education

The quality of the curriculum in economics and business education is good.

- In the sixth form the range of formally assessed courses meets the needs of students very well, and provides clear progression routes. At Key Stage 4, the GCSE course is a popular option. It has been selected to meet the needs of students more effectively than its predecessor.
- In vocational courses, good links exist with the real world of business. The quality and extent of students' engagement with business on other formally assessed courses are not as strong.

- The school fosters an environment that supports student enterprise. As a result, students have taken the initiative in raising considerable sums of money for charity. Alongside this, national initiatives have been included in the innovative Year 7 humanities course to raise awareness of, and money to support, voluntary organisations. The Active Citizenship award featured in student planners, together with the GCSE controlled assignment, provide good opportunities for enterprise.
- A broad-based, cohesive whole-school enterprise education programme is in place that includes flexible learning days, dedicated citizenship lessons and coverage of a range of issues within subjects across the curriculum. The whole-school programme is supported well by the local education business partnership and includes good engagement with local businesses and employers.

Effectiveness of leadership and management in economics and business education

Leadership and management in economics and business education are good.

- The subject leader and other teachers have a good level of subject expertise and a good knowledge of course structure and assessment requirements, which are used well to design courses that enable students to achieve well.
- Self-evaluation is playing an increasingly useful role in contributing to departmental improvement. For example, examination courses have been changed after analysing the strengths and weaknesses of students. However, the systematic use and analysis of students' views are not yet in place.
- A clear and shared vision for whole-school enterprise education results in a well-integrated and coordinated programme of learning.

Areas for improvement, which we discussed, include:

- ensuring that learning activities and particularly teachers' questioning of students on the formally assessed business course are challenging and stretching in all lessons
- devising better strategies to check the understanding of all students in the class during lessons
- building on the existing good links with business to enhance the quality of learning for all students across the range of formally assessed business courses
- implementing plans to accredit the existing activities of students in work-related learning to assess and record a fuller range of enterprise skills.

I hope that these observations are useful as you continue to develop economics and business education in the school.

As I explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. Except in the case of academies, a copy of this letter is also being sent to your local authority.

Yours sincerely

Adrian Lyons
Her Majesty's Inspector