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Mr R Lamb  
Headteacher  
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Dear Mr Lamb

### **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 30 and 31 March 2011 to look at work in enterprise 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.

As the school does not provide formally assessed courses in economics or business, the visit focused on enterprise education and the development of economics and business understanding, and personal financial and enterprise capability for all students.

The evidence used to inform the judgements included: interviews with staff and students; scrutiny of relevant documentation; analysis of students' work; and observation of 11 lessons.

The overall effectiveness of enterprise education and the development of students' economic and business understanding and enterprise and financial capability are outstanding.

#### **Achievement in enterprise education**

Achievement in enterprise education is outstanding.

- As a result of the school's excellent planned provision, students are developing exceptionally strong work-related and enterprise skills together with very good personal financial awareness and basic business understanding. Their economic understanding is not quite as strong.

- Students have excellent attitudes to learning. They work very well during group-based learning activities and are developing excellent collaborative working skills. They are able to talk confidently about what they have learnt and why it is important to their futures.

### **Quality of teaching in enterprise education**

The quality of teaching in enterprise education is outstanding.

- Lessons are very well-planned and well-paced. They involve a very wide range of learning activities that fully engages and thoroughly challenges students. These activities provide students with excellent opportunities to work independently and in groups to develop enterprise and employability skills.
- Teaching across a wide range of subjects contributes very well to the development of students' economic and business understanding and their awareness of personal financial issues. Teachers consistently ensure that students recognise the relevance of their learning to their future adult and working lives.

### **Quality of the curriculum in enterprise education**

The quality of the curriculum in enterprise education is outstanding.

- The exceptionally well-planned provision for enterprise education involves discrete personal, social, health, citizenship and economics education (PSHCEE) lessons, all subjects across the curriculum, suspended timetable days and form tutor periods. An exciting range of extra-curricular and enrichment activities and extensive links with businesses and other organisations contribute very effectively to this programme. Currently there is less focus on economic understanding in the whole-school enterprise education provision.
- The BTEC work skills award is a strength of the whole-school provision and ensures that all students receive exceptional work-related preparation in readiness for their transition to further education and employment.

### **Effectiveness of leadership and management in enterprise education**

Leadership and management in enterprise education are outstanding.

- Leaders ensure that there is an exceptionally well-coordinated and coherent programme of enterprise education for all students. This reflects their vision and commitment in ensuring that all students make a successful transition to adult and working life, and the time and resources that the school devotes to this area of the curriculum.
- Self-evaluation is very thorough and is informed by regular monitoring of provision, including feedback from students and the broad-based management forum that oversees this provision. As a result, leaders know the strengths and the few remaining areas requiring further development.

- Sophisticated cross-curricular mapping and auditing identify where elements of enterprise education are delivered within subjects across the curriculum, enabling the school to plan additional provision effectively.
- The programme is supported by clear learning outcomes across the range of provision. Well-developed assessment processes at Key Stage 4 enable the school to record students' achievement in relation to work-related learning and enterprise capabilities particularly well. Assessment and recording of achievement in relation to other aspects of enterprise education are still developing.
- Staff development is matched very well to needs in this area, including specific external training for staff responsible for PSHCEE and the BTEC work-skills award, and in-school professional development for all staff. All of this is having a clear and positive impact on the quality of provision and on students' outcomes.

**Areas for improvement, which we discussed, include:**

- extending the whole-school curriculum for enterprise education to include more emphasis on economic understanding in order to ensure that this aspect of students' development is as strong as other areas
- developing the existing good practice in assessment and recording of work-related learning and enterprise capabilities in other aspects of the whole-school enterprise education provision.

I hope that these observations are useful as you continue to develop enterprise 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

**Gwen Coates**  
**Her Majesty's Inspector**