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Mrs M Farnan  
Headteacher  
Garvestone Community Primary School  
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Dear Mrs Farnan

### **Ofsted 2011–12 subject survey inspection programme: enterprise education in primary schools**

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 10 June 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.

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

The overall effectiveness of enterprise education in promoting pupils' economic and business understanding and enterprise and financial capability is good.

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

Achievement in enterprise education is good.

- Pupils have very good attitudes to learning. They are supportive of each other and work well collaboratively.
- Pupils develop a good knowledge and understanding, appropriate to their age, of economic, environmental and global issues, and a good awareness of the moral issues surrounding global economic concepts, such as poverty and fair trade.
- The school provides well-managed opportunities for pupils to use their own initiative and develop organisational skills in mini-enterprise activities

and charity work. These opportunities help pupils to develop their self-confidence, communication and team-working skills.

- Year 6 pupils have a good grasp of the connection between the provision of government provided services, such as education and raising taxation to pay for them.

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

The quality of teaching in enterprise education is good.

- There are only two classes in the school and both were observed. In Key Stage 1, most pupils were busily planning a teddy-bears' picnic for pre-school children. Some pupils were using the internet to research the cost of the food they needed for the picnic. Year 3 pupils were able to show their plant growing and selling business. There was a good variety of activity, well-matched to different ages and abilities represented.
- At Key Stage 2, pupils were learning well from the experience of a team of pupils who had already held a sale. Pupils' self-evaluation regarding the strengths and areas for improvement in their enterprise activity was sophisticated for their age group.

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

The quality of the curriculum in enterprise education is good.

- The Philosophy for Children programme followed throughout the school encourages pupils to value and justify their own views. It develops the skills of critical awareness that are essential to operating effectively as consumers and citizens in the adult world.
- The curriculum provides pupils with good opportunities to develop their knowledge and understanding related to enterprise, for example through frequent fundraising for the school or charities.
- There is some use of adults from business and voluntary organisations to raise pupils' awareness of issues in the real world. The school is seeking help from parents to increase this.

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

The quality of leadership and management in enterprise education is good.

- A whole-school enterprise policy is in place. It articulates well the important aspects of enterprise provision. However, there is scope to address more explicitly how the school will assess pupils' economic and business understanding and personal financial capability and create progression from the Early Years Foundation Stage to Year 6.
- Staff have recently received training to implement the Philosophy for Children course. Staff and governors are very committed to promoting enterprise.

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

- further developing the coherence of the school's provision by setting out appropriate learning for different year groups and considering how to develop methods of assessing pupils' progress in acquiring the knowledge, skills and understanding linked to enterprise education, as they move through the school
- increasing awareness of the range of adult job opportunities through more regular contact with people from a wider range of occupations.

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

**Adrian Lyons**  
**Her Majesty's Inspector**