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28 June 2011

Mrs D Grimsey
Headteacher
Westbury Leigh CofE Primary School
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Dear Mrs Grimsey

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 16 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 and pupils; scrutiny of relevant documentation; analysis of pupils' work; and observation of five 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.

- In the lessons observed, pupils demonstrated good attitudes to learning. They are developing good knowledge and understanding, appropriate to their age, of economic, environmental and global issues. Pupils make good use of reflection and self-assessment to improve the quality of their work.
- Pupils are developing important employability and enterprise skills, including team-working, problem-solving and decision-making skills. They demonstrated a good awareness of career opportunities and the skills and attributes needed to be successful.

- Pupils in leadership roles in the school demonstrated a particularly good grasp of the skills necessary for successful teamworking and reflected on their experiences of applying for these roles with considerable maturity and insight.

Quality of teaching in enterprise education

The quality of teaching in enterprise education is good.

- In the lessons observed, teachers planned very well for individual learning based on pupils' prior attainment. Interesting and relevant tasks, of progressive complexity, focused clearly on what pupils would be learning by completing them.
- Teachers planned well for the deployment of teaching assistants to facilitate groups of higher-attaining pupils in starting more complex tasks, or in supporting lower-attaining pupils in tackling activities matched to their prior learning.
- In the lessons observed, teachers made consistently good use of questioning to check and extend pupils' learning, for example by ensuring that they justified their arguments in discussion or explained how they completed calculations.
- Teachers made good use of information and communication technology, and, in particular, of interactive whiteboards, to develop pupils' ability to calculate in monetary units.

Quality of the curriculum in enterprise education

The quality of the curriculum in enterprise education is good.

- The values of resilience, relationships, respect and resourcefulness underpin learning activities throughout the school. The curriculum shows particular emphasis on developing students' numeracy skills in an enterprise education context. This is demonstrated in pupils' development of number skills in a context that makes consistently strong reference to prices and costs.
- The lessons observed demonstrated clear planning for the development of pupils' enterprise skills and economic and business understanding as they progress through the school. However, an explicit scheme of work for enterprise education that pulls together the work being done in subjects, in topics and in mini-enterprise activities, is at an early stage of development.

Effectiveness of leadership and management in enterprise education

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

- Senior and curriculum leaders work closely together to ensure that pupils have good opportunities to engage in activities related to developing their

enterprise knowledge and understanding, and plans are in place to develop this further.

- All staff are highly committed to, and recognise the importance of, promoting enterprise education within their lessons and in developing pupils' related knowledge, understanding and skills.
- The self-evaluation provided a reliable view of enterprise education and where it is taught. Where enterprise education forms the principal context of teaching and learning in subjects, learning outcomes and assessment arrangements are clear and explicit; where enterprise education is part of topics, mini-enterprise and other learning activities, learning outcomes and assessment are defined less clearly.

Areas for improvement, which we discussed, include:

- implementing fully plans to develop a comprehensive scheme of work that provides an overview of the range of good work being done to develop children's enterprise education throughout the school
- identifying clear learning outcomes and a means of assessing how well pupils achieve these.

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

Russell Jordan
Her Majesty's Inspector