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Rev R Peers  
Headteacher  
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Dear Rev Peers

**Ofsted 2011–12 subject survey inspection programme: economics, business and enterprise**

Thank you for your hospitality and cooperation, and that of your staff and students, during my visit on 25 January 2012 to look at work in economics, business and enterprise.

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 including records of lesson monitoring; analysis of students' work; and observation of one lesson and a whole-school assembly.

The overall effectiveness of economics, business and enterprise is outstanding.

**Achievement in economics, business and enterprise**

Achievement in economics, business and enterprise is outstanding.

- In formally assessed courses, students make excellent progress given their starting points. They attain above average results.
- Part of the reason for the excellent progress is students' commitment to the subject, shown by their highly positive attitudes and behaviour in lessons, and their willingness to seek additional support out of lessons. Students are highly skilled in working independently because, as they told the inspector, the teacher 'refuses to spoon-feed you'.

- Throughout the school there is a strong emphasis on raising students' aspirations. This is assisted by increasingly strong links with the business community. All students are aware of the challenges of the current economic climate and the resulting need for students to excel academically. Students develop very strong employability skills.
- The school's faith-based ethos ensures that enterprise activities raise considerable amounts for charity and in doing so, students increase their understanding of inequality and justice. This makes a significant contribution to their spiritual, moral, social and cultural development. Currently, students in Key Stage 4 are less confident in discussing issues around financial capability than those at Key Stage 3.

### **Quality of teaching in economics, business and enterprise**

The quality of teaching in economics, business and enterprise is outstanding.

- Teaching on formally assessed courses consistently receives outstanding evaluations. Students report that lessons are always 'interesting' and 'different'. A wide range of teaching and learning styles is used effectively. The subject is related to the real world consistently.
- On formally assessed courses, teachers exude passion for the subject and high expectations for the students. Questioning is adapted to challenge students of different abilities. Tasks are well planned, short and sharp so that a brisk pace of learning is maintained. Self-assessment is used to check understanding. Learning outcomes are clear, show high expectations and are used as goals by students.
- Assessment is used well so that students are clear about how to improve their work.

### **Quality of the curriculum in economics, business and enterprise**

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

- Business studies is a popular option. The course is regularly reviewed and adapted to meet the needs of students and increase the level of challenge.
- In formally assessed courses, there are frequent references to real-world events and to the first-hand experiences of students. Some interaction with people from business takes place, but the school recognises that the subjects could be brought alive further through more contact with local businesses.
- The programme for personal, social, health and economic education has recently been reviewed and revised. This now provides comprehensive coverage of economic and enterprise elements but has not yet had time to fully impact on the learning of each year group. Subjects across the curriculum contribute very well to students' enterprise education.

## **Effectiveness of leadership and management in economics, business and enterprise**

The effectiveness of leadership and management in economics, business and enterprise is outstanding.

- A strong record of continuing improvement exists in formally assessed courses leading to outstanding outcomes. Self-evaluation is accurate and comprehensive.
- The wider area of enterprise education has clear learning objectives. These are beginning to be assessed. Effective quality assurance processes include whole-school enterprise education.

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

- developing further opportunities for direct contact with businesses for students on formally assessed courses
- using forthcoming assessments to identify any gaps in enterprise education and devise strategies accordingly.

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

As 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. A copy of this letter is also being sent to your local authority.

Yours sincerely

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