

Aviation House
125 Kingsway
London
WC2B 6SE

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



12 June 2012

Mrs L Jeffcutt
Headteacher
Blockley Church of England Primary School
Park Road
Blockley
Moreton-in-Marsh
GL56 9BY

Dear Mrs Jeffcutt

Ofsted 2012–13 subject survey inspection programme: enterprise education in primary schools

Thank you for your hospitality and cooperation, and that of your staff and pupils, during my visit on 22 May 2012 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 four lessons.

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

Achievement in enterprise education

Achievement in enterprise education is outstanding.

- Pupils' outstanding enterprise and employability skills are manifested in the great skills of teamwork and leadership they exercise in many contexts. Pupils of all ages play a leading role in enterprising projects which convert small initial investments into substantial returns to generate funds for school developments and good causes. Groups of pupils are consulted on a wide range of issues and represent the school in discussions with businesses and other organisations on work-related curriculum initiatives. Older pupils in particular carry out a wide range of responsibilities, for example as Junior Leaders, house captains and

prefects, where they efficiently organise events and support their younger peers.

- Pupils make excellent progress in their financial capability. Reception and Year 1 children in the Reception class are confident in coin recognition and basic adding of coin values, and some are able to calculate and give change. Pupils in Class 5 in particular have an acute understanding of the importance of careful budgeting in business, built up through many enterprise projects over time. They confidently discuss, for example, how a business might overcome a projected loss by raising prices or cutting costs, and the dangers inherent in each approach. They have a sound understanding of the impact of economic events such as recession, and a very well-developed vocabulary of business terms.
- Pupils have an excellent understanding of the jobs people do and the difference between paid and unpaid work. Despite their high aspirations though, pupils have a limited understanding of pathways into careers and how these might match their own skills and personal qualities.

Quality of teaching in enterprise education

The quality of teaching in enterprise education is outstanding.

- Teachers demonstrate good confidence and much enthusiasm for promoting pupils' learning in economics, business and enterprise. Lessons are often planned successfully to use business and enterprise activities as a means of developing pupils' literacy and numeracy skills in a relevant and exciting context, as well as for promoting pupils' wider skills of teamworking and evaluation. For example, pupils in Year 2 produced some well-supported evaluative writing in comparing biscuit brands, while older pupils wrote very persuasive job applications to the local shop and café, with which the school has strong links. Calculation skills are often developed and reinforced through exercises involving money and managing budgets. Just occasionally, lessons endeavour to achieve too many objectives and can be too challenging for those whose basic skills are weaker, including those with special educational needs.
- Pupils' spiritual, moral, social and cultural development is promoted strongly through themes related to the scarcity of resources in relation to needs and wants. Teaching and learning resources, including information and communication technology, are used imaginatively to stimulate pupils' thinking about, for example, the relative value of products. Issues of global economic development and trade are addressed when exploring the way people live in other countries or regions of the UK.

Quality of the curriculum in enterprise education

The quality of the curriculum in enterprise education is outstanding.

- Provision for enterprise within and beyond the formal curriculum is rich in variety and often highly imaginative. A scheme of work and a developing assessment framework ensure that provision is coherent and that pupils'

enterprise skills develop progressively. The development of pupils' economic understanding is not as clearly identified within this programme.

- Despite its rural village setting, the school engages with a very wide range of businesses and organisations to ensure that pupils have a very well-developed understanding of jobs and workplaces. There are active link projects with many sectors, including retail, farm, craft, and public services. Pupils from Class 3 visited a local airport to look at work roles, and Class 4 pupils proudly recount the day they took over and ran a local museum and craft centre and dealt with customers and clients.

Effectiveness of leadership and management in enterprise education

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

- You ensure that enterprise is at the heart of the school's successful drive to ensure that its pupils are fully prepared for later life. It is a central feature of the key school aim to develop pupils as 'effective contributors'.
- Leadership structures are well established. Enterprise champions for each key stage ensure a high profile for the subject and plan a coherent programme. The provision for enterprise is evaluated comprehensively, leading to a clear and concise action plan. The criteria against which the success of the plan will be measured do not, however, refer sufficiently to improvements in outcomes for pupils. Such outcomes are now being measured through new systems to assess, track and monitor pupils' progress over time.

Areas for improvement, which we discussed, include:

- developing pupils' understanding of pathways into careers to further promote their high aspirations
- extending the monitoring of pupils' enterprise capability to incorporate progress made in developing economic understanding
- strengthening action planning for improvement by linking success criteria more directly to outcomes for pupils

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

Ian Hodgkinson
Her Majesty's Inspector