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Mr M Pendleton
Headteacher
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Dear Mr Pendleton

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 24 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 and discussions with staff and pupils; scrutiny of relevant documentation; analysis of pupils' work; and observation of three 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 are developing good enterprise skills, such as working collaboratively to solve problems, presenting their ideas and being able to organise themselves effectively to tackle the task they are set. They have very good attitudes to learning and are enthusiastic and keen to contribute their ideas in lessons.
- Pupils make good progress in developing an understanding of managing money, appropriate to their age. For example, younger pupils are aware of what can be bought with different sums of money and older pupils are able to discuss what might represent good value for money. They are also developing a basic understanding of economic and business ideas and

vocabulary, such as costs, revenues and profits. Year 5 pupils are able to identify the different costs involved in producing a pizza at home and in a supermarket. However, older pupils' understanding of how central and local governments pay for public expenditure was less well developed.

Quality of teaching in enterprise education

The quality of teaching in enterprise education is good.

- In the lessons observed and in pupils' written work, there were examples of teachers effectively promoting pupils' enterprise education through a range of subjects and topics. Particularly good use was made of real-world examples. A Year 6 lesson, for example, involved pupils considering the differences in resources between their own school and their link school in Lesotho and investigating the costs of providing educational equipment. Teachers use a good range of resources, including information and communication technology, to make lessons relevant and interesting.
- In the lessons observed, teachers used some good oral and written questions to encourage pupils to think about economic ideas and issues but there was scope for exploring some of these in greater depth. This was also reflected in pupils' written work where some opportunities were missed to extend pupils' thinking beyond producing factual statements.

Quality of the curriculum in enterprise education

The quality of the curriculum in enterprise education is good.

- Enterprise education is developed through subjects, integrated projects, visits and a range of extra-curricular activities. The work of the school council is impressive, for example, it successfully managed a substantial budget to identify and implement improvements to the school playground. Pupils also have opportunities to take part in mini-enterprise activities, such as running a fresh fruit stall, raising money for charity and selling produce from the school and community gardens. All these opportunities help promote pupils' self-confidence and make an important contribution to their personal, social, health and economic education (PSHE).
- The provision for enterprise education is embedded in the school's teaching and learning policy. This maps out in general terms the skills and understanding that are to be taught in different year groups but does not make the economic, business and personal finance concepts as explicit as other elements. This is also reflected to some extent in schemes of work and lesson plans.

Effectiveness of leadership and management in enterprise education

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

- You and your senior colleagues see enterprise education as being important in raising pupils' aspirations and achievements and preparing

them for their futures. There is a strong emphasis on using 'real' contexts wherever possible throughout the curriculum to make learning relevant and interesting. Staff share an enthusiasm to develop their expertise in enterprise education further.

- There is a coherent overview of the provision for enterprise education as part of PSHE and the wider curriculum entitlement. Individual aspects of work in enterprise education are assessed but pupils' overall progress is not formally assessed and recorded.

Areas for improvement, which we discussed, include:

- making the key economic and business concepts more explicit and ensuring that they are developed progressively across the school
- developing pupils' thinking about economic and business ideas and issues more fully in their oral and written responses
- developing more formal ways of assessing and recording pupils' progress in enterprise education.

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

David Butler
Additional Inspector