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Mr P Seeman  
Headteacher  
Banham Community Primary School  
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Dear Mr Seeman

**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 19 June 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 parts 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.

- In discussion with the inspector and through direct classroom observation, pupils displayed good knowledge and understanding of money and an understanding of economic terminology. They were aware of taxation and government spending. As appropriate for their age, pupils demonstrated a good awareness of the price of different items. Pupils have knowledge of a range of jobs and were aware of university courses demonstrating a good early awareness of aspirational careers.

- Appropriate to their age, pupils' understanding of economic issues, is good and they have a good awareness of the moral issues surrounding global poverty.
- Pupils' attainment in English and mathematics is above average. From their starting points they make good progress and achieve well in the acquisition of basic skills.

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

The quality of teaching in enterprise education is good.

- Teaching relevant to the subject focus of the visit was enthusiastically delivered and related well to the real world, using appropriate business contexts. For example, in Years 5 and 6 all pupils were enthusiastically engaged in a mathematics lesson where some pupils were calculating the cost of fitting out a café, another group was calculating the costs of ordering the food to sell, while the final group were using a formula on tablet computers to complete a spreadsheet showing the wages of staff on different rates of pay related to their different roles in the organisation.
- The environment for the Early Years Foundation Stage gives pupils many day-to-day opportunities to become familiar with the economy and world of work through contexts such as role-playing jobs in a restaurant or a health centre.

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

The quality of the curriculum in enterprise education is good.

- In Key Stage 1, visits to real businesses help pupils learn about some occupations. Through links with a Nigerian school, pupils are beginning to explore social and economic differences between countries. In order to raise pupils' awareness of life in modern Britain, the school has developed a link with a school in a more multi-ethnic part of England.
- In Key Stage 2 the fairground topic provides good opportunities to explore job roles and ideas of costing and pricing.
- Enterprise projects and competitions provide good opportunities for some pupils to engage in 'Dragon's Den' type business proposals. The mixed-age classes result in a reluctance to repeat activities annually and so long gaps can occur between some enterprising initiatives.
- The school has attempted to establish partnerships so that pupils can increase their direct contact with employers but this has proved to be difficult.

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

The effectiveness 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.
- Pupils' progress is regularly reviewed and this has had a positive impact on raising attainment in literacy, numeracy and wider enterprise skills. Improvement planning is clearly focused on raising achievement. However, scope exists 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.

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

- further developing the coherence of the school's provision by implementing the 'skills development across the curriculum' document, 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, as they move through the school.
- widening the range of enterprise activities so that pupils benefit without the need for repetition.
- continuing to explore the potential for making further links with local businesses.

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

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