

Aviation House
125 Kingsway
London
WC2B 6SE

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



3 July 2012

Mrs G Knox
Headteacher
Silverdale Primary School
Perth Road
St Leonards-on-Sea
East Sussex
TN37 7EA

Dear Mrs Knox

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 26 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 children; scrutiny of relevant documentation; analysis of children's 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 good.

Achievement in enterprise education

Achievement in enterprise education is good.

- Pupils are developing important employability and enterprise skills, including team-working, problem-solving and decision-making skills. They showed a good grasp of the advantages of team-working and the skills and strategies required to make it successful. Appropriate to their ages, they demonstrated a good awareness of career opportunities.
- In the lessons observed, pupils demonstrated very good attitudes to learning. Through well-designed learning activities they showed well-developed number skills. In other activities pupils displayed high levels of creativity and used persuasive language confidently and well.

Quality of teaching in enterprise education

The quality of teaching in enterprise education is good.

- The lessons observed demonstrated teachers' skill in planning imaginative and well-structured learning activities that focused sharply on what pupils would be learning by completing them. These activities engaged and enthused pupils very successfully, promoted their confidence and their development of enterprise skills.
- Teachers have high expectations of all pupils and monitored and supported their progress well, reshaping tasks and explanations to improve learning. Lesson activities frequently provided additional challenge to the higher-performing pupils, based on their prior attainment.
- In the lessons observed teachers made good use of questioning to check and extend pupils' learning, but they did not always provide sufficiently detailed guidance to pupils on the steps needed to complete calculations or on how to present written answers.

Quality of the curriculum in enterprise education

The quality of the curriculum in enterprise education is good.

- The curriculum includes a particular, and highly successful, emphasis on developing 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.
- The school rightly values opportunities for pupils to acquire and apply appropriate life skills, such as confidence, resilience, problem-solving and team-working in the stimulating outdoor environment of the school's extensive grounds. Plans are in place to extend 'forest school' to all children in the school, but at present relatively few have access to this provision.

Effectiveness of leadership and management in enterprise education

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

- All staff are committed to, and recognise the importance of, promoting enterprise education within their lessons and in developing pupils' related knowledge, understanding and skills.
- The school has a reliable view of enterprise education and where it is taught. Where enterprise education forms the principal context of teaching

and learning in subjects, then 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. As a result the school's evaluation of the quality of this part of the provision and its impact on outcomes for pupils is less precise.

Areas for improvement, which we discussed, include:

- ensuring that teachers demonstrate consistently through worked examples, strategies to carry out required calculations and the required layout of written answers, to ensure that pupils make even better progress
- implementing fully well-conceived plans to extend opportunities to learn in 'forest school' to all children
- drawing together into a more explicit and coherent programme all current elements of the curriculum to develop pupils' economic and business understanding and enterprise and financial capability, in order to evaluate the quality of provision and its impact on pupils' outcomes more precisely.

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

Russell Jordan
Her Majesty's Inspector