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Ms J Powell
Headteacher
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Dear Ms Powell

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 seven 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.

- Given their starting points, pupils' achievement in basic skills is good. Pupils' attainment in English and mathematics is above average.
- Pupils displayed good knowledge and understanding of money and an understanding of economic terminology. They were aware of taxation and government spending and even understood connections between the recession and employment. 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 career aspirations available and

are aware of university courses and employment-related terminology such as CVs.

- Pupils develop a good knowledge and understanding, appropriate to their age, of economic and global issues, and a good awareness of the moral issues surrounding global economic concepts, such as poverty and fair trade.

Quality of teaching in enterprise education

The quality of teaching in enterprise education is good.

- A small sample of teaching was seen that was relevant to the focus of the visit. Much teaching is related to the real world. It is enthusiastic and relationships are good. Examples observed included Year 1 pupils designing a poster to promote the forthcoming school fête, Year 3 pupils investigating the history of chocolate and Year 5 pupils calculating costs and ticket prices for a barbeque. Sometimes opportunities were missed to extend enterprise learning within these contexts. Occasionally opportunities may be missed to develop pupils' spiritual, moral, social and cultural awareness, for example when calculating costs.
- 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, for example, the veterinary surgery or hairdressers.

Quality of the curriculum in enterprise education

The quality of the curriculum in enterprise education is good.

- The curriculum has been analysed to ensure that pupils develop a wide range of enterprising skills including team working, problem solving and using initiative through the adoption of the International Primary Curriculum. Some pupils have been highly successful in enterprise competitions. Good examples of pupils seizing the initiative such as planning a school newspaper, or involvement in cake sales for charity were evident, but some opportunities for pupils to take responsibility and work independently are missed.
- Good opportunities exist in the curriculum to develop knowledge and understanding related to enterprise. Especially in Key Stage 1, insight into the world of work has been enhanced by parents and carers and local community members coming in to talk about their work.

Effectiveness of leadership and management in enterprise education

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

- The International Primary Curriculum ensures that enterprising skills are consistently addressed. 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 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
- ensuring that teachers fully exploit opportunities to develop pupils' enterprise learning together with their spiritual, moral, social and cultural awareness when covering enterprise-related topics
- considering ways in which pupils could be more involved in running activities such as the tuck shop.

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