

Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404045
F 020 7421 6855
www.ofsted.gov.uk



22 March 2007

Mr Jeff Price
Headteacher
The Chipping Campden School
Cider Mill Lane
Chipping Campden
Gloucestershire
GL55 6HU

Dear Mr Price

Ofsted survey inspection programme – Business Education

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 20 and 21 March 2007 to look at work in business education.

As outlined in my initial letter, as well as looking at key areas of the subject/aspect, the visit had a particular focus on economic and business understanding and financial capability for all students.

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. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: interviews with staff and students, scrutiny of relevant documentation, analysis of students' work and observation of four lessons, and the observation of an enterprise education activity.

The overall effectiveness of business education was judged to be good.

Achievement and standards

In the courses provided in business education students' achievement is good with some outstanding features.

- The achievement of A*-C grades in GCSE business is very much higher than the national average and boys generally achieve as well as girls.
- The achievement of A*-A grades in GCSE business is in line with the national average.

- The proportion of high grade achievement at GCE AS level is higher than the national average and at A level is in line with the national average.
- Pass rates at AS and A level are outstanding.
- Students generally achieve the grades expected of them based on their starting points at AS and A level.
- The standard of work seen in lessons is good. Students use business terminology correctly and with confidence and apply their understanding well to case studies. Students show good attitudes to learning. In the lessons observed behaviour was good and students were very well motivated.
- Students' awareness of their target grades and their progress towards these is very strong.

Quality of teaching and learning of business education

The quality of teaching and learning in business education is good.

- Students benefit from teachers' very good subject knowledge and their relevant business experiences. Teachers use a good range of interesting real-world examples to maintain students' interest and enjoyment of the subject. Teachers make effective use of students' own work experiences to illustrate appropriate points in lessons.
- Lessons are very well planned with clear learning objectives. Well written, very carefully structured and professionally produced worksheets support learning. A good range of starter activities quickly settles students into the theme for the lesson.
- Teachers use a wide range of teaching and learning styles with a good mix of teacher-led discussions, pair and group work and research activities.
- Teachers generally use questioning techniques well to test students' knowledge and to develop their understanding and skills of analysis and evaluation. In some lessons teachers do not make sufficient use of questioning to develop learning points or test understanding before progressing to the next activity and rush the plenary at the end of the session. This often results from having too much activity planned for the lesson.
- Assessment and monitoring of coursework are very thorough. Teachers' comments help students to improve the quality of their written work. Students value the approachability and the support they get from their teachers and tutors, particularly the help they receive in improving the quality of their work.
- Independent learning skills in the sixth form are under-developed.

Quality of curriculum

The quality of the curriculum in business education is good.

- Business studies is a popular option at both GCSE and at GCE AS and A levels. Progression from business studies at GCSE to AS and then to A levels is high.
- There is a good choice between applied and traditional qualifications at AS and A level where both the single and the double award are part of the offer.
- The school recognises the need to make more links with local industry to provide students with first hand experience of the real business world.
- Guidance and support for students are excellent. Enrolment and selection of students onto courses is thorough and students are clear about the distinction between the business options available in the sixth form.
- Students' progress is very closely monitored. Teachers use regular homework and tests to identify students who are not performing to their expected grade and provide extra support, including individual support.
- A good range of opportunities including work experience, 'mock interviews' and a 'design and make' project is provided to engage students in enterprise activities. Personal financial education is integrated well into personal, social and health education (PSHE) and students value this highly. The assessment and monitoring of learning outcomes is at an early stage of development. Students spoke knowledgeably and well about examples of enterprise education from other lessons, such as in mathematics, where they had learned about the depreciation of a car.

Leadership and management of business education

The leadership and management of business education are good.

- Self-evaluation is excellent and clearly identifies the strengths and areas for development in the department. The head of department works effectively with business studies staff to bring about improvement.
- Good practice in teaching and learning is shared through formal and informal lesson observations and regular team meetings.
- The school has appropriate and well considered plans to further the development of enterprise education and is using the expertise of business studies staff to develop activities. However, the co-ordination and quality assurance of the aspects of enterprise education being delivered in other subjects such as mathematics and geography are currently under-developed.
- The school recognises that the assessment of enterprise education is currently under-developed and is piloting approaches to this through PSHE.

Inclusion

- The school's sixth form is open and inclusive.
- Traditional and applied business studies options are available to all students progressing to the sixth form to meet the range of interests and abilities.

- Teachers know their students well and carefully plan a range of teaching and learning activities to meet their needs.

Areas for improvement, which we discussed, included:

- embedding fully and consistently good practice in questioning techniques in lessons to develop students' understanding and skills
- increasing links with the real world of business to enrich learning and provide first hand experiences for students
- establishing clear learning outcomes and levels of attainment for enterprise education, and ways in which students' progress will be assessed and monitored.

I hope these observations are useful as you continue to develop business education in the school.

As I explained in my previous letter, a copy of this letter will be sent to your local authority/Local Learning and Skills Council and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Russell Jordan
Her Majesty's Inspector