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Mrs L Williams
Headteacher
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Dear Mrs Williams

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 30 April 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, pupils, the Chair of the Governing Body, a representative of a local business and the Chair of the local Women's Institute; 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 outstanding.

Achievement in enterprise education

Achievement in enterprise education is outstanding.

- Pupils' high standards of literacy and numeracy, and their outstanding progress in developing a range of key employability skills, ensure that they are exceptionally well prepared for later life. Pupils are confident, highly articulate, and work very effectively in teams in a wide range of enterprise activities. For example, members of the school enterprise committee have demonstrated impressive initiative and understanding of business principles in plans to introduce a 'healthy tuck shop'.

- Across all classes, pupils' understanding of money and budgeting is exceptional for their ages. They have a well-developed understanding of factors influencing local and international development and environmental issues. Their understanding of current economic events such as inflation and recession is not quite as strong as other aspects.
- Pupils reflect deeply on their strengths and weaknesses. They are able to set out clear personal goals and construct thoughtful plans on how to achieve these, although not all have the detailed understanding of specific career pathways shown by some.

Quality of teaching in enterprise education

The quality of teaching in enterprise education is outstanding.

- Teaching in relation to enterprise education is outstanding in a high proportion of lessons, which are characterised by excellent planning and classroom management. Teachers and teaching assistants collaborate very well to ensure that the needs of all pupils are met and that pupils' behaviour is consistently highly positive.
- Teachers make very effective use of assessment information to ensure that work in relation to enterprise education is precisely matched to pupils' abilities. Older pupils in particular develop excellent skills for evaluating and improving their own work and that of others. Higher-attaining pupils develop outstanding resilience and independence, for example in appraising the value of different kinds of return on investments.
- Teachers' questioning of pupils is outstanding; it gives pupils time to provide considered answers and probes sensitively to elicit detailed responses. This promotes great confidence among pupils to articulate views which they know will be valued. It also underpins pupils' spiritual, moral, social and cultural development as they reflect on wide-ranging issues around business and economic development.

Quality of the curriculum in enterprise education

The quality of the curriculum in enterprise education is good.

- Although no specific formal framework to guide the progressive development of enterprise skills and economic understanding is in place, highly imaginative provision exists within and beyond the curriculum. The curriculum offers excellent promotion of key employability skills which pupils take into other activities, for example in the work of older pupils as Junior Leaders, where they engage their younger peers in a range of activities. Many innovative enterprise projects focus on money, budgeting and the management of resources. The school's links with a partner school in Zambia and its strong links with the Fair Trade movement give a prominent profile to pupils' learning about global issues and international development.
- The school engages very strongly with local community organisations and businesses on a range of creative and enterprise projects. However, the

pool of businesses in the immediate locality is small and a relatively limited number of links are in place to promote pupils' understanding of a variety of job roles.

Effectiveness of leadership and management in enterprise education

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

- The school has a very clear focus on giving students the right skills for the world of work through the strong development of their basic skills and the wide promotion of a range of employability skills. The school's growth plan places this at the heart of the school's development. You ensure that the school is outward-looking, so that staff are able to draw widely on examples of best practice to hone their work, for example in developing pupils' financial capability through the mathematics curriculum. The small team of teachers plan very effectively together and share approaches. Self-evaluation is rigorous and accurate, and underpins the strong improvement in the school's work in relation to enterprise education over the last two years.
- Provision to promote pupils' spiritual, moral, social and cultural development is strong and has economic understanding at its core, through international projects and topics in the creative curriculum. The school's energetic engagement with its village community offers many opportunities for pupils to make positive contributions as active citizens.

Areas for improvement, which we discussed, include:

- broadening the school's engagement with employers to enrich pupils' understanding of careers and the world of work
- implementing a framework to guide the progressive development of pupils' enterprise skills and economic understanding.

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

Ian Hodgkinson
Her Majesty's Inspector