

Economics, business and enterprise education

A summary of inspection evidence: April 2007 to March 2010

This report evaluates the strengths and weaknesses in economics, business and enterprise education in primary schools, secondary schools and colleges. It covers two separate aspects of the curriculum:

- formally assessed economics and business courses taken by students aged 14 to 18 in secondary schools and colleges
- whole-school enterprise education; that is provision to promote economic and business understanding and enterprise and financial capability for all pupils in primary schools and students in secondary schools.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/publications/100086.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

5th, 6th, and 7th Floor, Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

No. 100086

© Crown copyright 2011



Contents

Executive summary	4
Key findings	6
Formally assessed economics and business courses	6
Whole-school enterprise education	7
Recommendations	8
Part A	9
Formally assessed economics and business courses	9
Part B	36
The quality and impact of enterprise education in promoting economic and business understanding and enterprise and financial capability	36
Notes	53
Further information	54
Publications by Ofsted	54
Websites	54
Annex A: Schools visited and colleges inspected	56

Executive summary

Economics, business and enterprise education is about equipping children and young people with the knowledge, skills and understanding to help them make sense of the complex and dynamic economic, business and financial environment in which they live. It should help them leave school well-informed and well-prepared to function as consumers, employees and potential employers.

This report evaluates the effectiveness of economics, business and enterprise education in 28 primary and 100 secondary schools across England, five of which were special schools, in a range of geographical contexts from April 2007 to March 2010. None of the schools had been judged inadequate in their last institutional inspection. Over 250 lessons in formally assessed economics and business education courses, and approximately 120 lessons relating to enterprise education, were observed in secondary schools during the period of the survey. The report also draws on evidence from 33 institutional college inspections between September 2009 and August 2010 to evaluate the quality of business, administration and law (sector subject area 15) education and training for 16–18-year-olds in colleges.¹

Part A of the report focuses on the quality of formally assessed economics and business education in the secondary schools visited and colleges inspected. It includes an evaluation of the impact on learning for students studying vocational business courses that are wholly or mainly assessed by internally set and marked coursework. It also evaluates the impact on learning for students studying the economics and business management modules of the International Baccalaureate. Part B explores the quality of whole-school enterprise education and its impact on the economic and business understanding, and enterprise and financial capability, of children and young people in the primary and secondary schools visited.

The overall effectiveness of economics and business education was judged to be at least satisfactory in all the secondary schools visited and good or outstanding in 78 of the 100 visited. Of the schools with business and enterprise specialist status, 29 of the 33 visited were good or outstanding. Most secondary schools visited offered formally assessed economics and/or business courses. Business courses, in particular, were popular options at Key Stage 4 and post-16, with examination results improving in line with other subjects. However, even when provision was good, a number of common weaknesses were evident. There were insufficient opportunities for students to engage directly with businesses and employers; the use of teachers' questioning to extend and deepen understanding was often weak; and subject-specific professional development for teachers was patchy.

In 30 of the 39 schools inspected for vocational business courses, that were assessed wholly or mainly by internally set and marked assignments, inspectors identified a serious problem. Despite good results, the quality of students' work, their

¹ Value for the broad classification of subjects within the Qualification and Curriculum Authority. Subject Sector 15 refers to qualifications classified under Business, Administration and Law.

knowledge and understanding, and their ability to apply learning to unfamiliar contexts and to demonstrate higher level skills, were often weak. This was because of the rather narrow and simplistic approach to the identification of assessment criteria that was common on such courses, and the fact that assignments were designed only to ensure that students were able to demonstrate these criteria in their written submissions. This resulted in an atomistic approach to the development and demonstration of knowledge and understanding, which took no account of the quality of learning. Evidence from lesson observations, scrutiny of written work and discussion with students brings into question the case for claiming that such courses are equivalent to between two and four single award, traditionally examined GCSEs at Key Stage 4.

The provision for business, administration and law in 14 of the 33 colleges inspected was judged to be good or outstanding. It was satisfactory in 16 and inadequate in three. Of the 33 colleges inspected, 10 were sixth form colleges and 23 were general further education colleges.

Enterprise education is regarded as part of the statutory work-related learning curriculum at Key Stage 4 but there is no statutory requirement to provide enterprise education at Key Stages 1 to 3. Despite this, schools generally regarded it as an essential element of the whole-school curriculum, helping to prepare children and young people for their futures within the complex and dynamic economic, business and financial environment in which they live.

All of the secondary schools visited made at least satisfactory provision for enterprise education. The provision for, and development of, all students' enterprise capability (for example their problem-solving and teamworking skills, including negotiation, cooperation, planning and organisation) were often good. However, the provision for, and development of, all students' economic and business understanding and their financial capability were less well developed and often weak. As a result, students often had only vague ideas about the economy, interest rates and their impact, recession, inflation, why prices vary and the ownership of companies.

All of the primary schools visited made at least some, and often good, provision for developing pupils' understanding of the role of money and touched on aspects of basic economic and business understanding and enterprise capability. Less than two thirds of the primary and secondary schools visited had a coherent programme of enterprise education to develop economic and business understanding and enterprise and financial capability for all children and young people. Only a quarter of the secondary schools and only half of the primary schools visited had identified learning outcomes for this area of the curriculum and had systems in place to assess children's and young people's progress in developing their economic and business understanding or their enterprise and financial capability.

Key findings

Formally assessed economics and business courses

- In over two thirds of the secondary schools visited, achievement was judged to be good or outstanding in relation to the courses and qualifications followed. Students taking business courses at Key Stage 4 and post-16 often gained higher grades in this subject than in their other subjects.
- Teaching of economics and business education was at least satisfactory in all of the secondary schools visited. It was good or outstanding in just over three quarters, where teachers had strong subject knowledge, and made effective use of real-world examples and of information and communication technology (ICT).
- Teachers' use of questioning, to develop and extend students' learning, was a weakness in those schools where teaching was judged to be only satisfactory and was also a less successful feature in the 67 schools where teaching was otherwise judged to be good. Questioning was too often restricted to the recall of information, so that opportunities were missed to gain a fuller indication of students' knowledge and understanding, and to develop the higher level skills of application, analysis and evaluation.
- The curriculum for economics and business education was good or outstanding in 86 of the schools visited. Most schools offered a wide range of economics and business courses to meet the needs of individual students, with suitable progression routes from Key Stage 4 to post-16.
- Over a third of the schools failed to provide sufficient opportunities for students to engage directly with local businesses.
- Most schools benefited from the in-service training provided by awarding bodies that related to specific examination courses. However, provision of subject-based professional development specifically to improve the quality of teaching was a weakness, particularly in schools without sixth forms.
- Thirty-nine of the 100 schools visited had introduced vocational courses assessed wholly or mainly by internally set and marked assignments, which were equivalent to between two and four traditional single GCSEs at Key Stage 4. Some students benefited considerably from these vocational courses and demonstrated well-developed knowledge, understanding and skills. However, in 30 of the 39 schools, learning was limited by a focus on completing written assignments to meet narrowly defined assessment criteria, rather than securely developing broader understanding and skills.
- Even coursework that achieved high grades was often descriptive, included little evidence of first-hand research or direct contact with businesses, and lacked evidence of analysis or evaluation. Internal marking against the criteria was accurate, but narrow in scope, and reinforced by predominantly positive external moderation reports.
- Business and enterprise specialist status had a very clear impact. Those specialist schools visited were more effective than others in the provision of formally

assessed qualifications in economics and business and of whole-school enterprise education, and had better links with businesses.

- The main strength in the colleges visited was the breadth of courses available. Attainment and progress were common areas of weakness, suggesting that not all learners received appropriate advice in selecting the most suitable courses, given their prior attainment. As in the schools visited, insufficient links with employers was a weakness.

Whole-school enterprise education

- The schools visited did much to promote students' enterprise capability by a whole range of often highly engaging and wide-ranging provision in this area. As a result, in more than half of the schools visited, students were developing good problem-solving and teamworking skills, including negotiation, cooperation, planning and organisation.
- However, in the secondary schools, economic and business understanding and financial capability were not as well developed and were often weak. As a result, students often had only vague ideas about the economy, interest rates and their impact, recession, inflation, why prices vary and the ownership of companies.
- In 23 of the 28 primary schools visited, judgements were made about the quality of teaching in relation to enterprise education. In 16 schools, this was judged to be good or outstanding. In these schools, the effective way in which economics and business understanding and enterprise and financial capability were integrated throughout the primary school curriculum resulted in pupils gaining a good understanding, relative to their age, about money, including earning, spending and saving and the distinction between wants and needs.
- The main weaknesses in whole-school enterprise education provision, both in the primary and secondary schools surveyed, were a lack of coherence and a failure to identify and assess learning outcomes.
- Many of the teachers deployed to deliver aspects of enterprise education were non-specialists, who had little or no training or experience of this area. This limited their confidence and ability to teach effectively. This was particularly the case in relation to economic and business understanding and financial capability for students in the secondary schools.

Recommendations

The Department for Education should:

- as part of its National Curriculum review, consider the place of well-planned provision for enterprise education (that is, the promotion of economic and business understanding and enterprise and financial capability) at all key stages; so that young people leave school well-informed and well-prepared to function as consumers, employees, potential employers, and to contribute as citizens to the complex and dynamic economic, business and financial environment in which they live
- review equivalencies in performance measures for schools between vocational coursework-assessed qualifications and more traditional GCSEs and GCEs.

Ofqual should:

- review equivalencies in guided learning hours between vocational coursework-assessed qualifications and more traditional GCSEs and GCEs.

Ofqual and the awarding bodies should:

- ensure that assessment criteria for business qualifications, that use internally set and marked assignments as the main mode of assessment, place sufficient emphasis on students' development and demonstration of the higher level skills of application, analysis and evaluation
- investigate the level of challenge in internally set business assignments and ensure rigour in internal marking and external moderation.

Colleges should:

- ensure that all learners receive appropriate advice in selecting the most suitable business courses, given their prior attainment.

Secondary schools and colleges should:

- focus on improving the quality of assessment during lessons, and particularly the quality of questioning to develop students' understanding
- provide more opportunities for students taking formally assessed economics and business courses to engage with employers and businesses
- ensure economics and business teachers have more opportunities to undertake subject-specific professional development and training that goes beyond updating sessions by awarding bodies.

Secondary schools and primary schools should:

- ensure they provide a coherent programme to develop the economic and business understanding and enterprise and financial capability of all children and young people
- in the case of secondary schools, make the most effective use of the expertise of their economics and business specialist teachers in delivering these programmes; and in both primary and secondary schools, ensure that all teachers involved in delivering these programmes have access to appropriate professional development
- ensure that such programmes have clearly identified learning outcomes and appropriate mechanisms for monitoring and assessing progress in relation to developing understanding and skills.

Part A

Formally assessed economics and business courses

Introduction

1. Formally assessed economics and business courses are available as options for most Key Stage 4 and post-16 students. They include traditional GCSE and GCE AS and A-level courses in economics and in business studies, as well as applied and vocational courses in business. The latter include First and National Certificates and Diplomas that are assessed mainly or wholly by internally set and marked assignments.
2. The overall effectiveness of formally assessed economics and business education was at least satisfactory in all 100 secondary schools visited and was good or outstanding in 78 of the schools. The detailed evidence to support these judgements is set out below.
3. The provision in 14 of the 33 colleges visited was judged to be good or outstanding. It was satisfactory in 16 and was inadequate in three. Further evaluation of provision in the colleges inspected in 2009/10 is included later in the report.
4. This part of the report includes an evaluation of the impact on learning of business courses that are assessed wholly or mainly by internally set and marked assignments. It also considers evidence from visits to five schools and colleges that offered economics and business management modules as part of the International Baccalaureate.

Achievement in secondary schools

5. Business education courses continued to be popular option choices for students at Key Stage 4 during the period of the survey. However, GCSE business

studies saw a slow but steady decline from approximately 78,300 entries in 2007 to 68,700 in 2010.² Evidence from the survey visits suggests that this was due in part to schools switching to alternative vocational courses, such as BTEC First and OCR awards in business and in other subjects, which enable students to gain a qualification equivalent to as many as four GCSEs. GCSE economics has continued to attract a much smaller but constant number of students at around 2,700 entries each year.

6. GCSE and GCE examination results in economics and business generally rose in line with other subjects over the period 2007 to 2010. Students opting to study economics generally had higher prior attainment than those opting for business courses and this was reflected in their subsequent results. In 2010, 29% of students gained grades A* or A in GCSE economics compared with 21% in GCSE business studies, and 79% gained grades A* to C in GCSE economics compared with 68% in GCSE business studies. Attainment in GCSE economics has been consistently higher than the average for all subjects, while that for GCSE business courses has been consistently lower.
7. BTECs are the single most commonly used vocational qualifications in business in schools. In 2010, of the 17,828 Key Stage 4 students who completed the BTEC First Certificate in business, 31% gained distinction* or distinction grades, which are similar to two GCSEs at grades A* or A. All of these students who completed the BTEC First Certificate gained a pass grade or above for the Certificate, the equivalent of two GCSEs at grades A* to C. Of the 7,967 students who completed the BTEC First Diploma in business, 36% gained distinction* or distinction grades, which are similar to four GCSEs at grades A* or A. Again, all of these students who completed the Diploma in 2010 gained a pass grade or above, the equivalent of four GCSEs at grades A* to C.³
8. Entries for 16–18-year-olds at GCE AS- and A-level business studies remained buoyant over the three years of the survey. The figures remained similar for AS level (36,554 in 2007, 36,393 in 2010) and increased for A level (29,248 in 2007, 30,971 in 2010).⁴ GCE AS and A level economics attracted fewer entries but numbers rose steadily over the period. For AS level, figures rose from 16,839 in 2007 to 22,241 in 2010 and for A level from 13,950 in 2007 to 20,314 in 2010. In 2010, the progression rates from AS to A level were 91% for economics and 85% for business studies. Very few of the schools had opted to introduce the Diploma in business administration and finance, first available in September 2009. A common concern among the schools was how the Diploma

² GCSE data from *GCSE and equivalent results in England, 2009/10 (revised)*, Department for Education, 2011; www.education.gov.uk/rsgateway/DB/SFR/s000985.

³ BTEC data provided by the Department for Education. Please note: Only data on BTEC passes is collected. Figures for the number of students ungraded or not completing the qualification are unavailable.

⁴ GCE AS and A-level data from *GCE/Applied GCE A/AS and equivalent examination results in England, 2009/10 (Revised)*, Department for Education, 2011; www.education.gov.uk/rsgateway/DB/SFR/s000986.

could add value to an already 'good' economics and business education curriculum and the possibility of it reducing the existing provision.

9. The proportion of students gaining the higher grades at GCE AS and A level has been consistently higher in economics than in business studies. In 2010, 39% of students gained A or B grades in AS level and 66% A* to B grades in A level economics compared with 25% and 44%, respectively, in AS and A level business studies.⁵ The proportion of students gaining higher grades was above the average for all subjects in economics but below the average in business studies.
10. BTEC Nationals in business include: a single award, which is equivalent to one GCE A level; a Certificate, which is equivalent to two GCE A levels; and a Diploma, which is equivalent to three GCE A levels. Of the 4,704 students who completed the National Award in business in 2010, 37% gained a distinction grade, which is similar to one A level at A* to B grade. Of the 3,527 who completed the National Certificate, 51% gained distinction and merit grades similar to two A levels at A* to B grades. Of the 4,088 who completed the National Diploma, 52% gained distinction and merit grades similar to three A levels at A* to B grades. All students completing the BTEC National qualifications gained pass grades or above.⁶
11. More boys than girls took economics and business education courses in schools in Key Stage 4 and post-16. In 2010, 41% of all students taking business studies at GCSE were girls and the equivalent figure for economics was 27%. Of all 16–18-year-old students in schools and colleges taking GCE A level in business studies, 40% were girls, and the equivalent figure for economics was 31%.⁷
12. In the schools visited, attainment on entry of students undertaking business courses was often below the national average for all subjects. As a result of good teaching, an appropriate curriculum and, in some cases, the use of coursework-based assessment on vocational courses, students in the schools visited usually made good progress in their learning; they often gained higher grades in their business courses at Key Stage 4 or post-16 than in the other subjects they were taking.

⁵ GCE AS and A-level data from *GCE/Applied GCE A/AS and equivalent examination results in England, 2009/10 (Revised)*, Department for Education, 2011; www.education.gov.uk/rsgateway/DB/SFR/s000986.

⁶ BTEC data provided by the Department for Education. Please note: Only data on BTEC passes is collected. Figures for the number of students ungraded or not completing the qualification are unavailable.

⁷ GCSE data from *GCSE and equivalent results in England, 2009/10 (Revised)*, Department for Education; www.education.gov.uk/rsgateway/DB/SFR/s000985. GCE AS and A-level data from *GCE/Applied GCE A/AS and equivalent examination results in England, 2009/10 (Revised)*, Department for Education, 2011; www.education.gov.uk/rsgateway/DB/SFR/s000986.

13. Achievement in economics and business courses was judged to be at least satisfactory in all but one of the secondary schools visited over the three years of the survey. In over two thirds of the schools, achievement was good or outstanding. The proportion was higher in the 33 schools with business and enterprise specialist status, where in 27 schools, achievement was good or outstanding. In 28 of the 100 schools visited achievement was only satisfactory.
14. Over 250 lessons in formally assessed economics and business education courses were observed in secondary schools during the period of the survey. The progress that students made in their learning was judged to be good or outstanding in around 70% of these lessons. However, the proportion of lessons in which progress was no better than satisfactory was higher in those schools without a sixth form than in 11 to 18 schools.
15. Students in the schools visited achieved well when they had a good grasp of key concepts and vocabulary and were able to apply their understanding to a range of different contexts. Where this was the case, they were able to present coherent arguments and weigh up different solutions to problems on the basis of evidence. The most effective schools helped students to develop their analytical and evaluative skills.
16. The quality of formally assessed coursework in the schools visited varied a great deal. The best work occurred when teachers set students realistic tasks that they could investigate independently, with access to good data and other information. Weaker work was mainly descriptive with little evidence of first-hand research or direct contact with businesses. Discussions with students taking courses assessed wholly or mainly by internally set and marked assignments often revealed a weak grasp of key concepts and a lack of ability to apply business understanding to different contexts. The modular nature of these courses also meant that students sometimes had too few opportunities to draw on the knowledge and skills they had gained across units of work to tackle generic problems and issues. Further discussion of these issues is included in paragraphs 66 to 77.

The quality of teaching in secondary schools

17. Teaching of economics and business education was judged to be at least satisfactory in all 100 secondary schools surveyed, and good or outstanding in just over three quarters.
18. The quality of teaching was better in the schools with business and enterprise specialist status than in other schools, and was better in schools with sixth forms than in 11 to 16 schools. The greater presence of specialist economics and business teachers in the specialist business and enterprise schools, and the higher profile that these departments commanded, were contributory factors to the quality of teaching. In most of the schools without a sixth form, that offered formally assessed economics and business courses, there was only one specialist subject teacher in the school. This affected the quality of teaching,

which did not benefit from the sharing of good practice seen among subject-specialist colleagues in the other schools visited. Additionally, there were few examples of teachers in 11 to 16 schools sharing good practice with specialist teachers in neighbouring schools or in wider subject networks.

19. In the vocational courses, where assessment was wholly or mainly by internally set and marked assignments, teachers spent much of the lesson time acting as facilitators. This involved students working independently, at their own pace and usually on computers, with teachers assisting and supporting them on a one-to-one basis. This approach encouraged good progress in students' learning when it involved clear short-term (that is within-lesson) deadlines or targets. However, it often led to a lack of motivation and a reduction in the pace of learning for those students who required more active and engaging learning activities and more collaborative work, rather than just interacting with a computer.
20. Students in the schools visited generally enjoyed their economics and business courses and found them motivating. Most of those spoken to saw them as relevant and of direct practical value to their future employment or self-employment, despite the fact that they often felt that the courses did not include sufficient direct contact with businesses. This is discussed further in the later section on curriculum.
21. The key features of outstanding teaching and learning observed during the survey included:
 - a strong focus on developing students' understanding of key concepts and use of technical vocabulary; their ability to present arguments (both orally and in writing); their ability to apply their knowledge and understanding to unfamiliar contexts and to analyse and evaluate
 - close monitoring of progress during lessons, with quick and appropriate changes to teaching to ensure that all pupils are learning
 - well-targeted support when pupils are struggling, and high-quality, frequent feedback
 - clear learning goals that were revisited throughout the lesson
 - knowledgeable and confident teaching that constantly related learning to the real world, and was often reinforced by the teacher's background in business
 - use of excellent, up-to-date resources and real economic and business contexts
 - appropriate pace and challenge to meet the differing needs of all students
 - asking probing questions that aimed to confirm understanding and extend and deepen thinking

- promoting effective discussion and enabling students to work both independently and collaboratively
 - activities that engaged students, that they enjoyed and found interesting and that encouraged them to take responsibility for their own learning
 - extensive and relevant enrichment activities, including engagement with businesses, that extended learning beyond the classroom.
22. The standard approach adopted in most of the lessons observed was to set out the learning objectives, explain a theory or concept and then to get students to apply their understanding to a case study or other exercise. However, in some of the outstanding lessons seen, teachers applied more imaginative approaches by starting lessons with a piece of stimulus material, such as a headline from a newspaper article or a video clip. This immediately grabbed the interest of students, particularly when it was based around something that was very current, which students could easily relate to. Through skilful questioning, teachers explored the issues raised by the stimulus and started to develop the concepts that underpinned it. Students were encouraged to ask questions about the material, for example, 'What else might they need to know in order to gain a deeper understanding?' Using this approach meant that it was often a little way into the lesson before the learning objectives were identified by the teacher, but this had the advantage of making them more meaningful and relevant to students.
23. The following example, from a school where teaching was judged to be outstanding, illustrates some typical features of imaginative and engaging lessons.

Lessons began with a starter that involved activities to improve alertness, followed by a quick quiz about issues in the news or a brief recap on issues covered in the previous lesson. Introducing the main focus of the lesson involved attention-grabbing information or visuals – for example: a two-minute video clip about the impact of rising rice prices in South East Asia, a slide showing the huge variability in prices of commodities over time, or a newspaper article about the closure of a factory and the impact on the community. Activities were highly structured, short and interesting. Most required students to work in pairs and involved them in solving a problem or identifying issues. The focus was on students being given activities that provided opportunities for them to find out rather than being told, followed by review at whole-class level and then a summary to confirm and consolidate knowledge and understanding. All students were expected to contribute and all listened well to the contributions provided by others.

In one lesson, students were given an envelope containing slips of paper. Each piece of paper included a short scenario in the form of an external factor that might or might not influence the demand for rice. In pairs, students had to decide what the impact of the external factor might be on

the demand for rice and then note this on a demand curve on a large graph. Graphs were compared and checked for accuracy. Again in groups, students were required to reflect on the external factors just considered and attempt to summarise the factors that might influence demand. When each group had come up with a list, a whole-class discussion took place with each group contributing something to the list, which the teacher compiled on the board. At the end of the activity, students had derived a list of factors that affect the demand for rice, which was then extrapolated to the demand for goods in general.

Because many students had weak writing skills, much use was made of 'post-its', spider diagrams, matching statements and text, and visual and oral presentations; writing skills were practised in the consolidation phase. Where the focus of a lesson was on written skills, for example on developing essay or extended writing skills to achieve higher grades, highly effective and carefully structured use was made of 'scaffolding' activities to guide students through a process that enabled them to recognise the features of good writing and to improve their own skills.

24. In the best lessons seen, teachers took particularly good care in providing sufficient stretch and challenge for higher-attaining students; their knowledge of students' needs and capabilities was assisted by excellent monitoring data. They made very frequent checks on the progress that students were making in their learning; they carefully assessed students' understanding of key ideas and made good use of questioning to extend their learning and challenge their thinking. This skilful approach was highly effective in promoting a culture of success and high expectations among students.
25. Outstanding lessons placed strong emphasis on students developing and applying their conceptual understanding. In these lessons, teachers used a variety of imaginative and creative strategies to shift the emphasis from students being recipients of knowledge 'delivered' by the teacher to them being actively engaged in learning. The activities were often relatively simple and did not require very elaborate planning or resources. Teachers took the lesson content and thought of ways that it could be delivered more interestingly. This often involved students investigating and exploring ideas for themselves and not being given all the 'answers' in advance. For example, teachers:
- set groups of students the task of devising and presenting a strategy to overcome a particular problem
 - got students to develop arguments from the perspectives of different stakeholders
 - involved students in using computer simulations to test out different solutions to problems
 - asked students to devise their own quizzes to check factual understanding.

26. Assessment to support learning in economics and business education was evaluated in visits from January 2008. In all but one of the 76 secondary schools visited where this aspect was considered, assessment to support learning was at least satisfactory, and in 56 it was good or outstanding. Assessment was outstanding in 13 of the 76 schools; in these schools students had a very well-developed understanding of how to improve their performance and what progress they were making towards achieving their targets. In those schools where assessment was less strong, inconsistencies in the quality of teachers' marking and feedback on students' work failed to highlight, with sufficient clarity, the importance of demonstrating higher level skills. In some cases, however, while assessment was supporting students to make progress against their learning goals, these were very narrowly drawn and aligned very tightly to specific assessment criteria.
27. In the outstanding lessons observed, questions were used not only to establish prior knowledge and understanding but also to identify where students were experiencing difficulties, to explore alternative explanations and to promote deeper thinking. Effective questioning explored what might appear to be 'incorrect' answers to see whether they were due to misunderstanding or because the students had not articulated their ideas very well. They encouraged students to believe that there is normally more than one possible answer and that the quality of argument is important. They did this by asking follow-up questions such as:
- 'Can you explain that more fully?'
 - 'What is your thinking behind that answer?'
 - 'Can you give me your own example of that?'
28. The following example illustrates how highly effective questioning can enhance learning.

In an outstanding GCE A-level economics lesson on government intervention to correct market failure, the teacher planned a well-structured lesson and used questioning extremely well to summarise previous work, to test students' knowledge and understanding and to develop learning points. The teacher involved all 13 students in the class very successfully and differentiated his questioning according to the abilities of each individual. For example, he used open questions of different levels of complexity: he asked one student if she could add to the answer given by another; he asked one student to explain a technical term used by another student; he asked supplementary questions that probed and challenged students to think hard in order to extend their initial answers and to demonstrate orally the higher-level skills of analysis and evaluation. Students clearly enjoyed the lesson and demonstrated very high levels of attainment in a difficult area of work that involved them in drawing and analysing a diagram to show social benefits and

social costs in relation to the building of an airport. Both the teacher and students made excellent use of technical language.

29. However, even where teaching was good overall, a less successful feature was teachers' use of questioning to develop and extend students' learning. Question and answer sessions formed part of most lessons, but too often they were limited to simply confirming that some students knew the 'right' answers. Generally in these circumstances, the teacher asked the question, hands went up, 'incorrect' answers were rejected and students who gave what the teacher regarded as the 'correct' answer were praised. In weaker lessons, not all students were expected to contribute answers to questions, or teachers allowed more confident or vocal learners to dominate. The endings of less successful lessons were often rushed, so that there was too little time to check students' knowledge and understanding, even though the teacher had planned this into the lesson.
30. The following examples illustrate how weak questioning technique – where teachers are happy to accept superficial answers, where they do not encourage students to develop answers, and where they themselves take over the explanation – means that teachers fail to check, build on, or extend students' understanding or their ability to apply, analyse or evaluate.

Example 1: a Year 10 GCSE business studies class

Teacher: 'Suggest some characteristics of a successful entrepreneur.'

Student: 'Risk-taking.'

Teacher: 'Good.' The teacher then explains risk-taking and why it is considered to be a characteristic of successful entrepreneurs.

In Example 1, the teacher is satisfied with a short response that may indicate a degree of knowledge or simple recall, but does not indicate whether the student actually understands the term 'risk-taking' and why it is a characteristic of successful entrepreneurs.

Example 2: a GCE AS-level business studies class

Teacher: 'Why not interview everyone who applies for a job?'

Student 1: 'Wastes time.'

Teacher: 'Yes, because it would be costly to interview everyone and would take a lot of time that could be used more productively on something else.'

Student 2: 'Could it be an opportunity cost issue?'

Teacher: 'Yes, good use of term too.'

In Example 2, Student 2's question about opportunity cost is a valuable contribution and might have demonstrated excellent application of an important and difficult concept to a very specific area. However, the teacher did not ask the student to explain her contribution, nor did he check other students' understanding of the concept of opportunity cost and how it might apply in the particular context.

Example 3: a GCE AS-level economics class

Teacher: 'Despite the recession, Sky has taken on more employees. Why?'

Student 1: 'More people stay in.'

Teacher: 'Yes, good.' Teacher then explains how that relates to unemployment and the recession and why this has led to Sky employing more people.

Teacher: 'HP (Hewlett Packard) has reduced the number of its employees. Why?'

Student 2: 'People won't replace their old computers so quickly.'

Teacher: 'Yes, good.' Teacher then explains how the same would apply to businesses and goes on to explain the implications of the multiplier effect.

In Example 3, the teacher does not challenge students to explain their answers and thus fails to encourage the development of their analytical skills. It is not clear that the students understand their own answers.

Example 4: a GCE business studies class

The teacher asks students what sort of external influences might affect a firm. The students come up with plenty of relevant ideas. One student says, 'recession' and another says 'the credit crunch'. Teacher says, 'Yes, very good' (but doesn't ask students what these terms mean/what they think they mean). The lesson moves on. Working in groups, students are issued with a set of cards that includes a range of external influences that might affect businesses; for example a reduction in the rate of VAT, or an increase in petrol prices, etc. Their task is to classify these external influences according to PEST (political, economic, social and technological) categories. Following this, the teacher calls the class to attention, takes each card in turn and asks if the impact on a business is good or bad. Students answer 'yes' or 'no' (but are not asked to explain why).

In Example 4, the teacher is happy with one-word answers but cannot be sure that the students giving these responses actually understand what the terms mean or their impact on firms. The final activity, which requires only yes/no answers, provides the teacher with no indication of whether students really

know whether the impact is good or bad or whether they understand why and to what extent.

31. Other characteristics of less successful teaching included an over-reliance on a limited range of activities and missed opportunities to engage students by building on their existing knowledge and experience. Failure to meet the differing needs of the full range of students in a class was a feature of weaker teaching. Business courses at Key Stage 4 included students with varying levels of prior attainment. Despite this, weaker teachers often failed to organise learning activities that took account of the full range of students' needs and abilities. Similar features were apparent in the post-16 classes observed. For example, GCE AS-level business studies classes frequently contained students new to the subject as well as those who had taken a GCSE business course before and had a basic understanding of many of the AS level topics. However, the weaker teaching rarely acknowledged or built on this learning. As a result of this and the fact that available data on students' progress and attainment were not used consistently well to plan lessons, students, and particularly the most able, did not always make good progress in their learning in these lessons. Planned extension tasks did not always provide additional challenge and often involved more of the same type of tasks that students had already completed.
32. Marking of students' work was often thorough and supported students towards meeting assessment criteria with detailed feedback on areas for improvement. Students almost always commented very favourably on the support of their teachers in supplementing this written guidance with verbal feedback on how to improve their work. The following example illustrates outstanding practice.

The department's marking policy involved very detailed attention to the correction of grammar and spelling. Feedback was provided on each piece of work, together with clear guidance on how to improve it and an assessment of whether the student was working at, above or below their target grades (notated as T, T+, T-); at GCE, an assessment was given of how well students were demonstrating key elements of knowledge and understanding, application, analysis or evaluation. Students routinely completed an additional, 'top up' section in response to the teacher's feedback. For example, if a short answer was incorrect, failed to include sufficient explanation of a key point or lacked application to a particular business context, students would be required to rewrite their answers. Their revised answers were in turn evaluated by the teacher. The impact of this rigorous marking policy could be seen in the high levels of attainment and the outstanding progress made by students. As part of the department's assessment for learning policy, this approach to feedback and target-setting was accompanied by very good attention to developing learning points, checking learning in lessons with skilfully differentiated questioning that was informed by learners' prior attainment, and good attention to the planning of extension tasks.

33. The economics and business education teachers in the survey had access to a wide array of resources, which they used well to enhance the quality of teaching and learning. These included materials produced specifically for particular courses, such as textbooks and web-based resources. They also included materials which were produced for other purposes, such as those found on company and government websites, in newspaper articles and on television programmes. Modern technology made access to these resources easy and quick.
34. The impact of ICT in enhancing the quality of teaching and learning in economics and business education was judged to be good or outstanding in just under two thirds of the 65 schools in which this was evaluated during the survey. It was only satisfactory in 23 of the schools. Access to ICT facilities during economics and business classes was rarely an issue and variability in practice related much more to how well the ICT was used.
35. Students routinely used ICT to produce assessed work and to keep course notes up to date. In the better lessons, inspectors observed students using a range of software applications for word processing, presentations and spreadsheets, both confidently and with fluency. In such lessons, students made use of the internet and the school's virtual learning environment to enable them to work independently of the teacher and to carry out research tasks.
36. The teachers surveyed, routinely used interactive whiteboards. Although, at times, usage was restricted to displaying pre-prepared written presentations, many used these to show film clips, import documents and provide live software demonstrations. In a few schools, teachers had set up excellent websites for their students that contributed positively to supporting teaching and learning in the subject and ultimately to improving attainment. Some of these websites could be accessed by students in any school.
37. Where the use of ICT was most effective, it was at the heart of teaching and learning. In the outstanding lessons seen, teachers made appropriate and effective use of new technologies and up-to-date resources to make the subject live and relevant. The word 'appropriate' is important. Too often in lessons for courses assessed wholly or mainly by internally set and marked assignments, students spent a disproportionate amount of lesson time downloading huge quantities of information from the internet without any critical evaluation of it. On other occasions, students were set tasks to do on the computer which would have been more easily achieved through other means. Nevertheless, some excellent use was made of new technologies for both teaching and learning, as the following examples illustrate.

In one lesson, a teacher abandoned what he was originally going to do in a lesson because a local major employer had just announced the closure of its factory. He was able to show news coverage through the BBC website and to access information that stimulated thinking about the reasons for the closure of the factory and the possible consequences for

the local community. He had mentally prepared this outstanding lesson while driving to work and taken about 10 minutes to set it up.

In a lesson to introduce the European Union to A level economics students, ICT was used to provide interesting tasters of the types of issues they would be examining in more depth in later lessons. Short video clips were used to illustrate issues arising from former Eastern block countries joining the EU. This was followed by the use of the interactive whiteboard to show a newspaper article about kiwi fruit growers whose fruit was too small and could not be sold as a result of EU legislation. Finally, the interactive whiteboard was used to show a range of websites that students could use for later research.

In a Year 10 GCSE business lesson on product lifecycles, pictures of different products were shown on the interactive whiteboard. Students were required to identify those that had a short lifecycle (for example, Sharp's sponsorship of Manchester United and the Sinclair C5) and those that had a long lifecycle (for example, Heinz Baked Beans and Chanel No. 5). The products included in the exercise were clearly chosen to hold the interest of both girls and boys. Later, a picture of a typical product lifecycle graph was displayed on the interactive whiteboard. The teacher gave out images of a range of products (such as an MP3 player, a can of drink, a VCR) to selected students. The task was for students to place the image on the correct stage of the product lifecycle and explain their reasoning. The class was then asked if they agreed or disagreed with these positions and why.

38. In the case below, ICT was used to encourage greater participation by girls and to provide a means of intervention that brought about improvement in achievement.

Girls were identified as underperforming at GCE AS- and A-level economics. In exploring the reasons for this underperformance, the teacher noted that girls were not contributing as much as boys during lessons because they did not like to give wrong answers and were reluctant to ask questions or request clarification. As a result, the teacher set up an internet talk site. This provided opportunities for any student to pose questions on the site – questions they might not raise within a classroom situation – and it was made clear that students were permitted to say they didn't understand, that they needed help and that making mistakes was okay. Girls' performance improved following this intervention.

39. Teachers' particular knowledge and awareness of business issues relating to ethnicity, culture and faith were not always evident in the lessons observed. For example, in one lesson on setting up a small business, students were preparing

a business plan as part of the initial section of a piece of coursework. A group of girls were discussing the results from market research that they had done on the potential for setting up a hairdressing salon in a local area. The group included Afro-Caribbean, Asian and White British girls. When asked by the inspector which market segment the salon was aimed at, the girls responded, 'Young women, aged 15 to 25.' When asked if the salon was aiming to provide hairdressing services for Black or White young women or both, the girls said, 'We hadn't thought about that.' The White female teacher said, 'It doesn't make a difference, does it?' In fact, the techniques and products used in salons are significantly different for these different groups.

The quality of the curriculum in secondary schools

40. The economics and business education curriculum offered by all the schools visited was judged to be at least satisfactory. It was good in 74 of the 100 schools visited and outstanding in 12. The curriculum was better in the 33 schools with business and enterprise specialist status than in other schools visited. In all of the specialist business and enterprise schools visited, the curriculum was judged to be at least good, and in six it was outstanding.
41. Those schools whose curriculum was judged to be good or outstanding offered a wide range of courses, with sufficient progression routes from Key Stage 4 to post-16 in order to meet the needs of different learners. Most of these schools had developed good links with local further education colleges to broaden the range of business-related progression routes available to students at 16. In those schools whose curriculum was judged to be only satisfactory, there was usually insufficient breadth, for example of vocational and academic courses, or a lack of appropriate progression routes from Key Stage 4 to post-16. Of the 18 schools without a sixth-form, six offered no formally assessed courses in economics and business education, compared to the other schools visited during the survey, all of which made provision for formally assessed courses.
42. Extra-curricular activities, such as Young Enterprise and share competitions, business clubs, visiting speakers, visits to firms and residential trips, were a feature of those schools where the curriculum was judged to be good or outstanding.⁸ In the best schools visited, they were a vital part of the curriculum, enhancing the provision, adding to students' enjoyment, interest and enthusiasm and providing a context for learning. The following example demonstrates how extra-curricular provision can enhance courses.

⁸ Young Enterprise is a not-for-profit business and enterprise education charity that aims 'to inspire and equip young people to learn and succeed through enterprise'. Its main programme in secondary schools, involves groups of students (aged 15-19) attempting to generate profits by forming a business, electing a board of directors from among themselves, raising share capital and then creating, marketing and selling products. Volunteer business advisors are provided to mentor students. Local, regional and national competitions are held to find the best overall companies. These competitions involve student groups creating a trade stand and a presentation based on their business history and product performance.

A particularly strong feature of the business curriculum is the integration of the Young Enterprise programme into BTEC business and retailing courses and GCE AS- and A-level applied business. This gives students practical experience and contact with employers through business mentoring. Their experience in setting up and running a business and the support they receive from their business mentors form the basis of one of their pieces of assessed coursework and give them the opportunity to gain additional qualifications through the Young Enterprise scheme.

43. Links with businesses and employers to enhance the curriculum were variable and a relative weakness in provision. Over a third of schools visited failed to provide sufficient opportunities for students to engage directly with local businesses or employers. This was the case even on vocational courses, particularly at Key Stage 4, where students spent too much time just downloading information from company websites, which reduced their opportunities to probe and investigate real issues.
44. Visits to businesses were often difficult to organise for logistical reasons. However, in the best schools, restrictions on the opportunities to take students out to visit businesses were overcome by bringing the local business community into the classroom to enhance teaching and learning, as the following examples illustrate.

The marketing manager of a small local pottery firm was invited into the school to set students a problem based on the work of the firm. The problem was how to market special commemorative mugs that had been produced to celebrate an important local event. Students had the opportunity to ask the manager questions about the business and its context and she provided them with data and information about the firm. They then worked in groups, investigating the problem and devising possible solutions. This formed the basis of a piece of coursework. They presented their solutions as business proposals to the marketing manager, who evaluated them, provided verbal comments and judged which was the best. Students were able to use her comments as part of their own evaluation of their coursework.

The teacher had videoed interviews with three local business owners. Each business was based in the centre of the local town and was known to students. The business owners reflected the multi-ethnic nature of the area and the school. The businesses included a car workshop that was a private limited company, a sole-trader newsagent and a sole-trader sandwich shop. Each interview lasted for about five minutes. After watching the video clips, students worked in groups to answer questions about the different forms of ownership and their advantages and disadvantages. For example, they were able to pick up on the fact that the owner of the car workshop talked about the advantages of limited liability

and about being in control. This was followed up by the teacher encouraging students to draw out generic issues about different forms of business ownership.

The school benefited from the contribution of an entrepreneur in residence – the owner of a local engineering business – who visited the school regularly and helped business teachers develop assignment work, based on the business, for First and National Diplomas. The entrepreneur ensured that the work had a realistic focus and that the school was able to have access to detailed information about the marketing strategy. In addition, the entrepreneur was available to give presentations to students about particular aspects of business and to run workshops.

45. Business links that enhanced learning on a broader level were provided in many ways. The following provides an example of a national scheme to enhance aspirations and develop important employability skills.

The UK Careers Academy is a two-year programme for 16–18-year-olds that involves employability skills training, communication with and support from a business mentor and a business-based paid internship (usually for six weeks in Year 12) at a major company. In one school, where economics and business education was judged to be outstanding, 15 students from Year 12 were selected each year from across the ability range. This included those studying GCE A level in business studies or economics and those studying BTEC National business or finance programmes. The programme raises aspirations, develops confidence and provides excellent opportunities for students to develop and demonstrate high-level employability skills. Students rated it very highly and some had been offered future employment with the firms in which they undertook an internship.

46. The schools visited where the economics and business education curriculum was outstanding tended to have very good links with local employers, which were used to good effect to enhance teaching and learning. Having someone responsible for engagement with business (often a non-teaching member of staff with a recent background in business) and with adequate time to do the job properly, was a key ingredient for success. In these schools, visits were often arranged to a different organisation for each unit or module, and assignments were built around these visits, providing students with a real and interesting context for their learning. This type of approach was particularly welcomed by students who felt that it made their courses more relevant and interesting, as well as contributing to their understanding. Visits were organised to a range of businesses, including theme parks, zoos, breweries, car manufacturers, chocolate makers and banks. Such visits were used to illustrate and investigate aspects of customer care, marketing, production, finance and stakeholder relations and to give students a broader understanding of business in general. The examples below illustrate some of this good practice.

Students who had visited a major chocolate manufacturer had a good understanding of batch production and some of the issues that the company faced when switching between different types of production in order to meet changing demand.

Post-16 students on a BTEC course had visited and worked closely with a local farm-based ice cream manufacturer. They were set a real problem as part of a marketing assignment – how to expand the market for the products, particularly among younger consumers. Students had to present their findings to the manager of the business who provided evaluations of their ideas. Students were very enthusiastic about this work as it was seen as being 'real'. Good quality work was produced.

When a pre-issued case study based on a hotel was issued for GCSE business studies, teachers identified a local hotel that had similar features to those described in the case study and organised a student visit. Prior to the visit, students were required to do preliminary internet-based research on the hotel. At each stage, students were supported by well-structured questions that provided a focus for their research and for the investigations.

The study of ethics on a BTEC National programme was supported by a visit to a large national department store with a unique ownership structure where students were able to explore issues about corporate social responsibility.

The effectiveness of leadership and management in secondary schools

47. The leadership and management of economics and business education were judged to be at least satisfactory in all but one of the schools visited. In 77 of the 100 schools visited they were judged to be good or outstanding and in 13 schools, outstanding. In the 33 schools with specialist business and enterprise status, leadership and management of economics and business education were judged to be good or outstanding in 30 schools.
48. Self-evaluation and monitoring of students' progress and of the quality of teaching were the strongest aspects of leadership and management noted during the survey. The weakest aspects were the coherence of, and vision for, economics and business education, including whole-school provision (which is discussed in detail in Part B), and professional development and training.
49. An improving picture of self-evaluation reflected the greater expectations that senior managers had of middle leaders and the increasing emphasis on their being accountable for their subject areas. As a result, self-evaluation at subject level was going beyond the mere analysis of examination results data and

reflected the broader self-evaluation process taking place at whole-school level, including analysis of the quality of achievement, teaching and learning, the curriculum, and leadership and management. Where departmental self-evaluation was strong, key areas for improvement were identified and appropriate action was taken, which led to improvements in outcomes for students. The best subject leaders seen were reflective and proactive, which ensured a process of continuous improvement through ongoing review and evaluation.

50. In the schools visited where leadership and management were weaker, departmental self-evaluation provided a detailed general analysis of examination performance and of the differences in performance between boys and girls. But it often lacked a sufficiently detailed analysis of the achievement and progress of different groups of students, including those from minority ethnic groups, those known to be eligible for free school meals, those with special educational needs and/or disabilities or students who were in the care of the local authority. In addition, leadership and management did not provide a sufficiently rigorous evaluation of the quality of teaching, learning and assessment and thus failed to identify areas for improvement. Very few schools collected or made use of the views of students or other stakeholders (such as parents and employers) in any systematic way to inform their departmental self-evaluation, as opposed to their whole-school self-evaluation.
51. The schools where leadership and management were strong had comprehensive and effective systems for monitoring and tracking students' progress towards meeting challenging targets. Any underachievement was identified promptly and timely and well-focused interventions were made to support individual students. Monitoring of students' progress was complemented by helpful strategies to monitor and improve the quality and consistency of teaching, learning and assessment. These included scrutiny of work and lesson observations carried out either by subject leaders or as part of peer observation and coaching approaches. Where weaknesses were identified, supportive and effective actions were taken to bring about improvements. Where leadership and management were weaker, such processes were not in place; judgements were too generous, or the processes were simply mechanistic and not used to identify strengths and weaknesses, and did not lead to actions for improvement.
52. Opportunities for good professional development, such as external or internal training, networking and sharing good practice, were catalysts for improving teaching and thus for moving schools from satisfactory to good and from good to outstanding. Access to, and the impact of, professional development and subject training in economics and business education were judged to be good or better in 39 of the 62 secondary schools where this was evaluated. Professional development in specialist business and enterprise schools visited was stronger than in other schools because there were more opportunities to share good practice both within schools and in the wider specialist schools networks. Of the 62 schools where professional development was evaluated,

three were judged inadequate, each of which were schools without sixth forms. This reflected the fact that many of the schools without sixth forms visited which offered formally assessed business courses only had one economics and business specialist who often operated in isolation, and who was usually not part of any wider external subject network.

53. The potential problems of professional isolation could be overcome. One teacher, who was the only economics and business specialist in her school, did so by engaging in the following activities:
- joining the Economics, Business and Enterprise Association (EBEA), the main professional subject association for teachers of economics and business
 - attending departmental meetings at another local school. This opportunity came about as a result of the networking established via the subject association
 - linking the moderation of coursework in school with the moderation process in another school
 - attending a range of awarding body courses.

Evidence of the impact of these various professional development activities could be shown by the teacher in the quality of teaching, which was informed by up-to-date subject knowledge, resources and activities; and by the way the economics and business courses in the school were being managed, including the rigorous monitoring of students' performance and the accuracy of assessment.

54. Other than in the business and enterprise specialist schools visited, relatively few economics and business education teachers were members of wider professional networks or professional associations, such as the EBEA.
55. The most common source of externally provided professional development for economics and business teachers was that provided by awarding bodies, which focused primarily on developments and changes in specifications and modes of assessment. Such professional development was generally well received as it linked directly to the specific courses that teachers were offering or new courses they were preparing to offer. However, where professional development and training were judged to be outstanding, they had a strong focus on updating subject knowledge, developing real-world economics and business links and improving teaching, with subsequent positive effects on classroom practice and the quality of students' learning.
56. The identification of subject-specific professional development and training needs, as opposed to generic training needs such as whole-school assessment for learning, was not a strong feature in the schools visited. Much subject-specific professional development was in response to changes in specifications and assessment structures or the introduction of new courses. It was rarely proactive and the result of an analysis of the strengths and weaknesses of

individual members of staff or of all subject-specialist staff. Equally, very little evidence was noted of schools evaluating the impact of professional development and training on the quality of teaching and learning or on student outcomes.

Business education in colleges

57. Between September 2009 and August 2010, the sector subject area (SSA) for business, administration and law was observed in 33 of the 94 colleges inspected during this period, 23 of which were general further education (GFE) colleges and 10 were sixth form colleges. The provision was judged to be good or outstanding in only 14 of the colleges. It was satisfactory in 16 and inadequate in three. Provision for business, administration and law in the very small sample of 10 sixth form colleges visited was slightly better than in GFE colleges, with five of the 10 sixth form colleges judged to be good compared with nine of the 23 GFE colleges.
58. In 2009/10 approximately 69,000 learners aged 16 to 18 studied business, administration and law courses in general further education colleges; this was 2,000 fewer than the previous year. In sixth form colleges, the number remained broadly the same at 50,000. Learners in this sector made up 7% and 9%, respectively, of the total learners in general further education and sixth form colleges in 2009/10.
59. For learners aged 16 to 18, success rates in business, administration and law courses in 2009/10 rose marginally by one percentage point in general further education colleges and remained similar in sixth form colleges.⁹ While success rates for business, administration and law remained higher in sixth form colleges, they were below the latest national averages for learners aged 16 to 18 across all the sector subjects areas (by four points in general further education colleges and two points in sixth form colleges). Most students study at advanced level in sixth form colleges. In general further education colleges, a minority follow advanced level courses, with the majority studying at foundation and intermediate level. The business, administration and law sector is one of the lowest performing sectors in general further education colleges. Success rates at GCE AS level and A level were identified as a particular problem in many of the colleges where the sector subject area was judged to be satisfactory or inadequate. This suggests that not all learners received appropriate advice in selecting the most suitable courses and lacked the prior knowledge, skills and understanding needed to complete their courses successfully. There were particularly low success rates on specific courses in

⁹ Success rates are a measure of the number of qualifications achieved against the number of learning aims started; www.thedataservice.org.uk. This is equivalent to the rate at which learners are retained multiplied by the rates at which they achieve. In general it indicates the proportion of learners who complete their courses successfully.

four out of the 10 sixth form colleges and in six of the 23 general further education colleges.

60. Strengths in the sixth form colleges inspected included learners making better than expected progress and achieving a good proportion of high grades; good progression to higher education and the good development of personal and social skills. In the general further education colleges, strengths included the development of subject knowledge and business skills, together with a good standard of work produced by learners. However, attainment and progress were common areas for improvement, and attendance and/or punctuality featured as areas for improvement in five colleges, including in two sixth form colleges.
61. Just under 60% of the 163 lessons or training sessions observed in this sector subject area were judged to be good or outstanding. In these lessons, well-planned activities, which stimulated learning, met individual learners' needs and challenged the most able. Effective assessment strategies and good feedback enabled learners to improve their performance, particularly in general further education colleges. Learners' enjoyment was a key feature in many colleges coupled with a respect for teachers' and assessors' expertise and subject knowledge, particularly when incorporating real-work scenarios alongside work placement and other enrichment activities. However, in 13 of the 33 colleges inspected, teaching and learning were judged to be no better than satisfactory. Less effective lessons were characterised largely by poor planning to meet the range of learners' abilities and interests. In the sixth form colleges, insufficient challenge for more able learners was the most common weakness. Furthermore, information and learning technology was not used sufficiently or effectively to present information or develop subject knowledge and understanding.
62. Good or better academic and pastoral support were key strengths in 12 of the colleges. This was particularly effective when teachers worked closely with learners to set detailed, realistic, challenging and time-constrained targets which were monitored regularly. In the sixth form colleges, extra sessions outside normal lessons, arranged to ensure that learners made the progress expected of them or to stretch and challenge them further, were particularly effective. However, insufficiently thorough initial assessment of prior attainment and skills meant that not all learners were on the right course, which resulted in them making less progress than they were capable of.
63. A strength in 15 of the colleges inspected was the broad range of business and administration courses offered at all levels to meet learners' and employers' needs. However, ineffective or insufficient employer links to enhance learning or develop provision were noted as areas for improvement in around a quarter of colleges.
64. Where leadership and management were good or better, key strengths included the impact on improving success rates and on improving the quality of teaching

and learning. Effective monitoring and evaluation of performance using appropriate strategies and data to improve provision were evident in nine of the 23 general further education colleges inspected and one sixth form college. Common areas for improvement included the better sharing of good practice in teaching and learning, and in supporting learners to make the progress expected of them. Insufficiently detailed and accurate self-assessment, particularly at course level, featured in less effective leadership and management.

65. The example below illustrates the features of good practice evident in a successful business, administration and law department in a very large general further education college.

Success rates were high and many learners achieved outstanding outcomes relative to their previous attainment. A high proportion of learners progressed from the BTEC First Diploma in business to the BTEC National Diploma in business, and a very high proportion gained university places. Learners demonstrated particularly good technical skills in accounting and improved their employability through significantly increased self-confidence, good presentation skills and the ability to speak out effectively in group discussions.

Teaching and learning were very good. Teachers used a wide range of well-planned teaching and learning strategies to meet the needs of all learners. They used examples from their own business experience very effectively to illustrate how theories are applied in practice. Learners benefited from very good individual coaching. Very good partnership initiatives and business links were used productively to meet learners' needs and enhanced their learning. Learners were very well-supported and their needs were monitored and reviewed thoroughly. Advice and guidance were very good. Individual learners' targets for improvement were clear and learners knew what to do to progress further.

Leadership was very strong. Staff were given clear direction, and roles and responsibilities were well understood. All staff felt very well-supported and communication was open and effective. Good professional development opportunities enabled many staff to update their skills in industry. Staff had devised many good initiatives to develop new courses and to provide mechanisms to promote further improvement.

The quality of learning in school-based business courses assessed wholly or mainly by internally set and marked assignments

66. More schools visited for this survey, compared to the previous three year survey, had chosen to adopt vocational courses in business that were assessed wholly or mainly by internally set and marked assignments. 39 of the 100 schools visited for this survey offered such courses alongside or in place of more traditional GCSE and GCE provision. When asked why they had opted for

these more vocational routes, rather than GCSEs and GCEs, students usually responded by saying that it was because they did not do well in examinations and that they would gain more equivalent qualifications this way.

67. The prior attainment of students taking vocational First and level 2 National courses, which are equivalent to between two and four single award GCSEs, was generally lower than for those studying traditional GCSEs. Around three quarters of the 39 schools offering these courses allocated less than the equivalent lesson time allowed for two or four single award GCSEs. Most students who took these courses achieved the equivalent of two or four single GCSEs at grades C or above and their GCSE equivalent results in these courses were often higher than their results in subjects in which they had taken traditional GCSE courses.
68. Setting aside the issues of equivalence with GCSEs, First and National certificate and diploma courses provide a valuable alternative for students who do not respond well to traditional, examination-based, academic types of assessment. They offer a clear progression route from foundation level to level 4 and provide enhanced opportunities for substantial numbers of students who might otherwise not continue in education. The qualifications are recognised and often valued by employers and higher education institutions. When courses were taught well, students developed skills valued in employment and higher education – such as enterprise and work-related skills, and ICT, presentation, investigation, research and organisational skills – which were not always well-developed in more academic courses.
69. The example below illustrates some of these strengths, but also highlights weaknesses in the quality of learning in lessons observed in vocational courses during the survey.

Teaching is solidly satisfactory and sometimes good on the First Diploma. Monitoring of students and individual support is excellent. Students get very good feedback. They have very good attitudes to learning – because they feel well supported and because they find the course interesting and they particularly value the visits and links with business. Students' assignments are very thorough but are mainly descriptive, even the work that gains higher marks, and there is not a great deal of evidence of real analysis or evaluation. Discussions with students revealed considerable gaps in their knowledge and understanding; for example, whether the businesses they had visited were private or public limited companies and what these terms meant. Students can improve on each unit of work in response to teacher comments and there are no external examinations; the pass rate is 100%. Students get three hours of lessons each week for a qualification that is equivalent to four GCSEs.

70. While inspectors saw some excellent work by students on these vocational courses, at both levels 2 and 3, there was huge variation in the knowledge, understanding and skills which students who were awarded the same grades

were able to demonstrate. There was even more variation in knowledge, understanding and skills when comparing students taking these courses with those on more traditional courses at the same level. Evidence from 30 of the 39 schools inspected for these courses, including scrutiny of students' work, lesson observations and discussion with students, suggests that these courses and more traditional courses may not be equivalent in terms of the quality of students' knowledge and understanding, their ability to apply such knowledge and understanding in unfamiliar contexts and their ability to analyse and evaluate.

71. Of the 39 schools, most of those that adapted their curriculum to include these courses were able to improve their results – often considerably. For example, one school changed its provision from a traditional GCSE business award, in which students gained poor results, to a First Certificate (equivalent to two GCSEs). GCSE equivalent results improved considerably. The school then changed its provision from a GCE AS- and A-level business studies course, in which students had gained poor results, to a National Certificate (equivalent to two A levels) and again results improved considerably.
72. Such changes, and their impact, could demonstrate a very well-considered strategy to provide a curriculum that matched students' learning needs more closely. In many of the schools offering these courses, the targets set by teachers for most students on the First Certificate course were at least a grade higher than students' prior attainment might suggest – and students were achieving these targets and getting grades in their business course that were higher than the grades that they obtained in their other single award, traditionally assessed GCSE courses.
73. This might suggest that teachers were setting students challenging targets – above what they might normally be expected to achieve. But for these arguments to be convincing, students would need to be able to demonstrate an appropriate level of understanding. In discussions with students, inspectors found this was not often the case. In 30 of the schools that offered these programmes, final coursework submitted for assessment was often highly descriptive and frequently showed either incorrect or very muddled thinking. Work described as 'evaluative' was often not supported by evidence but nevertheless seemed to be sufficient to meet the required criteria. In discussion, even students identified as in line for higher grades seemed often to have a very weak grasp of quite fundamental business ideas.
74. Assessment for these courses is criteria-referenced, which means that evidence of students' learning is evaluated and graded against a set of pre-specified criteria, which are often very narrowly defined. Assignments are designed to ensure that students are able to demonstrate the relevant criteria in their written submissions. Students were usually able to submit drafts of their work for final assessment, receive feedback on how to improve, act on the feedback and resubmit the work. This process could go on until eventually the work met the criteria for whatever the particular target grade was. This could be a

positive developmental process for students, enabling them to develop and improve their knowledge and understanding over time. However, in many cases, the quality of written work and the knowledge and understanding demonstrated by students in their discussions with inspectors was not convincing or confident. The internal marking by the schools was accurate according to the assessment criteria, but it was very narrow in scope. Almost all external moderation reports seen by inspectors, were positive, reinforcing this limited approach to assessment.

75. In nine of the 39 schools visited, this highly structured coursework approach encouraged independent learning, the development of higher level skills and enabled students to progress at different rates. The following illustrates how, in one of these schools, good teaching and a balanced approach to developing knowledge and understanding and to assignment completion in lessons led to good quality learning.

In a Year 12 BTEC National lesson on data collection in a market research module, the teacher made good reference to the lesson's learning objectives and the learning outcomes that students were expected to demonstrate. The lesson was very well planned and included a wide range of interactive learning activities to engage and motivate students. Very good reference was made to real-world contexts to illustrate concepts and explanations. The teacher asked challenging questions to confirm students' knowledge and understanding and to promote their higher level skills. Students provided extended responses that demonstrated their ability to think deeply about the issues. There was a good focus on self and peer assessment. The main activity involved a number of students making presentations to the rest of the group and in the listening students posing questions to the presenters. Students' presentations were impressive and demonstrated professional presentation skills, good research and convincing knowledge and understanding. Questioning by students was challenging and indicated a confident understanding of the topic and the issues involved.

The scheme of work indicated that students would begin work on the formal written assignment once they had covered the topic in detail in lessons. They would then spend a proportion of each week in tutorial-based discussions with the teacher and the rest of the week on independent work on the assignment. Schemes of work indicated that in other modules, students might begin work on assignments earlier and that the weeks might be split into whole-class teaching and independent work on assignments. However, in all modules there was a substantial focus on developing students' understanding by whole-class teaching that appeared to follow a similar process to that described in the lesson observed.

76. However, in the majority of the 39 schools providing vocational courses such a challenging approach to developing knowledge and understanding and to

promoting good quality learning, as illustrated above, was not evident. The focus on producing written assignments in lessons could mean there was very little opportunity to debate issues and challenge thinking. Students on these courses tended to have lower prior attainment than those on more traditional academic courses, and yet they found themselves engaged in very long periods of independent learning. Too often, this involved them in sitting at a computer, reviewing websites and downloading text to use in their assignments – often with little guidance or instruction about how to critically evaluate information. This often led to a slow pace of work because tight deadlines were not set frequently enough and students went for too long without teachers checking on their progress. On the whole, students in these schools had little opportunity to experience well-paced, interesting and practical learning activities that required them to think hard, communicate orally with other students and the teacher, and to apply what they were learning to new situations. This lack of interaction meant that, while students often demonstrated that they had met the relevant assessment criteria, their ideas were not sufficiently challenged and their thinking was not fully extended. The following example illustrates some of these points.

In a school with levels 2 and 3 vocational courses in business, much of the content of coursework was descriptive. Some very muddled and sometimes incorrect thinking was evident but this appeared to be largely ignored. Statements that were credited as being evaluation were often opinions that were unsupported by evidence; for example, 'car sales have gone down because tax has gone up'. This lack of rigorous assessment occurred essentially because these issues were not relevant to the assessment criteria. Discussions with students in Year 11 revealed a lack of very basic understanding and a lack of ability to apply any understanding they had to different contexts. For example, despite having completed and passed all units, they were not clear about what a public limited company was, what a fixed cost was, or the significance of breakeven for a company.

77. In approximately three quarters of the 39 schools that offered these courses, discussions with students revealed that their understanding of key concepts and their ability to analyse issues did not always match their expected or achieved grades. Inspectors concluded that because students did not need to actually learn any of the content of the modules they studied for examinations, or retain such knowledge and understanding in order to use it, other than in the particular piece of coursework they produced to meet the assessment criteria, they did not adequately internalise the knowledge and understanding. As a result, their grasp of key concepts was not secure and their skill in actually using and applying their knowledge and understanding to different contexts was weak.

The quality of learning in the business management and economics modules of the International Baccalaureate

78. In 2007/08, Her Majesty's Inspectors visited four maintained comprehensive schools with sixth forms and one sixth form college that offered the International Baccalaureate to post-16 students. The visits focused on reviewing the quality of learning in the business management and economics modules. These modules were assessed partly by coursework and partly by examinations.
79. Attainment in the five providers visited varied. In one, attainment was high, being above the international average in the diploma overall and in the business and management and economics modules, and also better than in the GCE AS- and A-level subject equivalents. In two of the providers, students achieved at least the minimum number of points in order to gain the full diploma. In the other two, students did not achieve sufficient points to gain a pass in the overall diploma, but this did not prevent the large majority of students gaining a place at university on the basis of their performance in the constituent modules.
80. In the small number of providers visited, the International Baccalaureate curriculum, with its broad-based focus on thinking, problem-solving and reflection, provided an excellent framework for students' study of economics and business. Coursework projects were challenging and required students to think and reflect; they were excellent vehicles for them to apply their knowledge and understanding to real-world issues and to demonstrate the higher level skills of analysis and evaluation. Even students whose attainment was below the average for the International Baccalaureate, and in fact below the level required to gain the full diploma, demonstrated in coursework and in discussion good knowledge and understanding of concepts and a good ability to apply this to real situations and organisations. Students' personal development, including their commitment to their studies, was impressive. They showed positive attitudes to learning, maturity, confidence and independence. All of which prepared them well for higher education.

Part B

The quality and impact of enterprise education in promoting economic and business understanding and enterprise and financial capability

Introduction

81. Enterprise education involves whole-school provision to promote the economic and business understanding and enterprise and financial capability of all children and young people. There is no statutory requirement to provide enterprise education other than at Key Stage 4, where it is regarded as part of the work-related learning curriculum. Work-related learning became a statutory requirement of the Key Stage 4 curriculum in September 2004. Its underlying aims include: developing the employability skills of young people and improving young people's understanding of the economy, enterprise, finance and the structure of business organisations, and how they work.
82. Despite the lack of statutory requirement to provide enterprise education other than at Key Stage 4, it was generally regarded by the schools visited as an essential element of their curriculum, helping to prepare children and young people for their futures within the complex business, economic and financial environment in which they will live. Funding to support this provision in secondary schools was provided by the previous government; £180 million was allocated in the 2007 budget to fund enterprise education over the following three years. This, and the support provided by organisations such as the Enterprise Network and its online component, the Enterprise Village, has significantly raised the profile of enterprise education in schools.¹⁰
83. Young people are major consumers and a target for highly persuasive advertising and marketing. Therefore, they all, not just those opting for formally assessed economics and business qualifications, need to develop a critical awareness as consumers. Many have part-time jobs while at school and most will enter the labour market at some point after leaving school. Many have bank accounts, and from the age of 18 they will have access to credit and a huge range of other financial services.

¹⁰ The Enterprise Network's purpose is to add value to existing enterprise initiatives for learners aged 5–19. Its aim is to support enterprise education in schools and colleges in order to equip children and young people with the skills, attitudes and capabilities that will enable them to contribute to society as employees, employers or entrepreneurs. Through the Enterprise Network the Specialist Schools and Academies Trust (SSAT) has created a school- and college-led sustainable network of Enterprise Learning Partnerships (ELPs) based on local authority areas. The Enterprise Village is the online component of the Enterprise Network, providing resources, information, professional development and support for enterprise education in primary and secondary schools and in colleges;
www.enterprisevillage.org.uk/

84. The evidence collected from the survey visits indicates that the following factors are key in promoting successful enterprise education:

- a commitment by senior managers to enterprise education
- a common understanding of what enterprise education is about, based on an agreed definition
- having a sufficiently senior member of staff to champion enterprise education and ensuring that there is a coherent programme that embraces all learners
- ensuring that learning outcomes are clearly identified and that there is progression in learners' knowledge, understanding and skills, building on their prior experiences
- having systems in place to assess learners' progress and monitor the effectiveness of the programme for enterprise education
- encouraging all areas of the curriculum to develop more 'enterprising teaching and learning' and promote learners' enterprise capabilities
- having dedicated lessons in place, taught by subject specialists, to develop learners' economic and business understanding and personal financial capability
- making effective use of links with employers to base learning in relevant and real contexts
- having an effective programme of training and professional development to develop teachers' awareness of enterprise education and expertise in delivering it
- ensuring that lessons are lively, interesting and actively engage learners.

Enterprise education in primary schools

85. In 23 of the primary schools visited, judgements were made about the quality of teaching in relation to enterprise education. In 16 schools, this was judged to be good or outstanding. In these schools, the effective way in which the promotion of economics and business understanding, enterprise and financial capability was integrated throughout the curriculum resulted in pupils gaining a good understanding, relative to their age, about money. This included earning, spending and saving and the distinction between wants and needs. They were learning about the different jobs that people do, the levels of training and skills required for different jobs and the concept of paid and unpaid work. Pupils understood the concept of trade both within an economy and between countries and about economic differences between people within this country and internationally. They were developing an understanding of global economic issues, such as poverty and fair trade. This was often linked to charity work they were involved with and links that had been forged with schools in developing countries. Older pupils often showed a good understanding of why prices are different for different products, and what type of things might be

bought with different sums of money; they were able to suggest why the cheapest is not necessarily the best.

86. In the best examples observed, teachers took good care to develop pupils' use of age-appropriate key basic economics and business terminology. They encouraged pupils' commercial awareness and developed their ability to make informed buying decisions, as consumers of goods and services. Overall, they provided good opportunities for pupils to develop enterprise-related skills. The following examples illustrate highly effective learning.

In an outstanding lesson for Year 4 pupils, the teacher had planned to develop pupils' understanding that a product is made to suit a particular target audience. With very good use of the interactive whiteboard, the teacher showed children two separate film clips of television advertisements for chocolate products: one of them clearly aimed at young children and the other at adults. After each clip the teacher asked pupils, working in groups, who they thought would buy each product and why. The discussions were very well-managed, supported well by classroom assistants. It was clear, from the levels of engagement and enjoyment shown by the pupils, that this was a popular and frequently used method of learning. Pupils gave some very insightful answers in response to the questions asked around the marketing of the products and the intended target market. The teacher demonstrated exemplary use of questioning to develop and extend pupils' learning and to ensure that she involved all the pupils in the plenary discussion.

Pupils were completely engaged in a Year 6 lesson where the focus was on developing understanding of the issues and skills involved in trading. As a result of a wide range of learning activities - including a very well-designed role-play activity, time for reflection, writing and discussion - pupils were learning how to trade, how to negotiate, how to allocate roles and work in teams, and how to compete. They were considering what the impact of unfair resource allocation might be and how one might feel about this. They also experienced the importance of communicating effectively within teams and between teams. Excellent teaching resulted in pupils making outstanding progress in developing important enterprise-related skills.

87. In 16 of the 21 primary schools visited where judgements about curriculum were made, economics and business understanding and enterprise and financial capability were integrated effectively throughout the curriculum and provision was well planned across the age groups, with good progression and carefully thought out age-appropriate activities. These schools often had good links with local businesses. For example, they took pupils on trips to supermarkets to look at what goes on behind the scenes, or invited visitors to enhance sessions on money management or to give pupils insight into the range of different occupations in the local area. Most of these schools introduced mini-enterprise

activities and 'Dragons Den'-type presentations and assessment, or took part in the Personal Finance Education Group (pfeg) supported 'My Money Week', as in the following example.¹¹

Each class had its own age-appropriate theme related to money and life skills during My Money Week. The week began with a trip to the Bank of England where the children were able to lift a real gold bar and see how money has changed over the years. Nursery children played shops. Key Stage 1 pupils visited the local supermarket and made piggy banks. Year 3 listened to a talk by a representative from a bank about savings and also visited a cycle shop to compare prices. Year 4 created their own bank in the classroom, including a cash-point machine and role-played bank clerks and customers. Year 5 looked at the cost of housing in the local town and the role of estate agents. Year 6 visited mobile phone shops to find the best deals available and had talks from parents about the management of money and insurance.

88. In almost all the schools, there were good opportunities for pupils to engage in a wide range of enterprise activities, often linked to raising money for charities. These activities enabled pupils to use their own initiative, to engage in problem-solving and develop organisational, leadership and teamworking skills. They were enjoyed greatly and were, at the same time, doing much to help pupils develop their understanding of business and their use of appropriate technical vocabulary; such as revenue and cost, prices, profit, interest rates, needs and wants, saving and spending. Strong links were often made with sustainability and conservation.
89. The following examples illustrate imaginative curricular initiatives from the schools visited which promoted different aspects of economics and business understanding and enterprise and financial capability.

Financial capability

In this lesson about balancing needs and wants and prioritising spending, pupils were given information about the costs of running various appliances, such as tumble dryers and fridge-freezers, and of using lights, and comparative costs of showers and baths. They had toy money and two envelopes labelled 'utilities' and 'me'. If they were using their appliances responsibly, they could put the money saved into the 'me' envelope. Pupils enjoyed this activity very much and asked lots of relevant questions. Questioning was used well by the teacher in order to develop learning points. Pupils showed good awareness of the need to prioritise spending and of the fact that if they used resources responsibly they

¹¹ The Personal Finance Education Group (pfeg) quality assures and provides resources to support personal finance education and advice and professional development for teachers involved in delivering personal finance education; www.pfeg.org.

would have more money available for their own use. The teacher extended their learning to include a basic focus on opportunity cost and the importance of using resources responsibly in order to manage their impact on the environment.

Economic and business understanding

This lesson with Years 5 and 6 focused on a topical global issue, linked to pupils' charity work, which involved raising money for a school they were linked with in Gambia.

The opening task involved pupils examining the contents of two shopping baskets: one contained fair trade goods, including tea, coffee, cocoa and bananas; the other contained equivalent non-fair trade goods. Pupils were asked which basket of goods they would buy and why. Definitions of fair trade, poverty and the developed/developing world were established in a question and answer session that made reference to the school in Gambia. Technical vocabulary was used well, and included 'infrastructure', 'standard of living' and 'developing countries'. Their discussion resulted in them defining exploitation as not paying fair prices for products.

The main task involved pupils, in pairs, working through a set of prepared statements to determine a fair trade policy for an imaginary supermarket. Examples of statements included 'we will pay a guaranteed minimum price directly to the workers' and 'our only consideration is buying at the cheapest possible price'. The teacher and teaching assistant supported and monitored pupils' progress in the task well. Pupils then moved into groups of four to compare the policy statements they had chosen and to justify their choices. One pupil made an excellent point by querying whether one of the statements – 'we will pay a guaranteed minimum price directly to the workers' – might mean that the workers would only ever get the minimum price and no more than that.

Preparation for work

All posts of responsibility available to pupils were advertised on a 'vacancies' notice board. Pupils applied by completing an application form and providing a curriculum vitae (both being available in age-appropriate formats). Candidates were selected and interviewed. Successful candidates were sent a letter of congratulations from the governors and unsuccessful candidates were thanked for their applications and given some feedback on why they were not successful. A further development of this had involved the head boy and girl and other members of the school council being involved in the selection process. Once appointed, pupils had induction training from pupils already doing the job. This was an excellent introduction to the job selection process and encouraged the

development of writing and other key skills. Involving pupils in the selection process brought added opportunities to develop a range of skills.

Enterprise

The school had an environmental area, part of which had been set aside for raised beds where pupils were growing vegetables, including potatoes, salad leaves, beetroot and radishes. As well as learning about the husbandry involved in sowing and looking after vegetable crops, and the effects of pests and diseases and weather, pupils were learning about business ideas because what they were growing was determined through a market research exercise with parents. Before planting, they identified the equipment needed and researched the prices of seeds. They set selling prices based on costs and local competition. They calculated their costs on a spreadsheet. They then went on to look at producing an accompanying recipe booklet to go with the produce they had to sell. The proceeds of the enterprise would be going to charity.

90. Five of the primary schools visited in summer 2009 were running the MicroSociety programme that promotes economic and business understanding and enterprise and financial capability, and provides professional development for teachers.¹² The programme involves pupils in Key Stage 2 creating their own society and setting up the institutions required by that society. All of the schools had received high-quality training, resources and support from the Business Partnership which set up the programme. Pupils enjoyed the programme and were fully engaged in the activities. Their self-confidence and self-esteem were promoted well as a result of making their own decisions and running their own enterprises. There was good development of pupils' independent learning, teamworking, negotiation and problem-solving skills as well as communication, presentational and social skills.
91. The activities provided good opportunities for pupils to reflect on their learning and their actions. Activities were also valuable in that they required pupils to develop the skills of multi-tasking, planning activities, recording data and managing their time effectively in order to meet tight deadlines. The programme provided good opportunities for pupils to start to develop a basic understanding of economics and business vocabulary and key concepts such as scarcity, currency, enterprise, profit, taxation and supply and demand. Throughout, the programme provided excellent opportunities for applying literacy, numeracy and ICT skills.

¹² MicroSociety is a 12-week simulation for Year 5. Pupils create their own society and set up the institutions required by that society - government, a civil service, an economy, businesses, and a legal system. The project has been developed by My Voice London, the Education Business Partnership for Kingston and Merton, which provides the training and resources required for teachers to run the project.

92. The following examples, from a Year 5 and a Year 6 class in one of these schools, exemplify the way that teachers used the MicroSociety programme to engage pupils' interest and challenge their thinking; and illustrate the levels of sophistication developed by pupils in their understanding of basic economic and business concepts.

A Year 5 lesson

In a plenary session, pupils were considering, at an age-appropriate level, the impact of a change in demand on employment and on prices. The teacher introduced the concepts of inflation and recession and asked pupils to say what they thought the terms meant. Links were made with inflating a balloon and a man's hair receding. The teacher explained that inflation is 'when prices go up' and recession is 'when people stop buying'. Pupils comments included: 'prices go up, so people buy less, then workers' earnings go down'; 'the Prime Minister has said every 25 seconds, someone somewhere is losing their job'; 'if you're a seller, inflation is a good thing but if you're a buyer, it's a bad thing'. The teacher made good use of pupils' own experience. For example, one pupil, whose mother had lived in Zimbabwe and experienced hyperinflation, referred to a whole year's wages being needed to buy a can of soft drink!

A Year 6 lesson

The class assembled on the mat to review how their society might introduce trade in goods and services in order to overcome shortages. The teacher led the discussion by suggesting that seeds could be traded among people with different-sized gardens. Pupils began to understand how services might be exchanged for seeds, and the concept of trade began to emerge with one pupil saying, 'One family can grow the food and another can make the tools to help grow it.'

Later in the lesson, pupils explored how people who are not doing so well might be supported. The teacher introduced ideas about charities, bank loans and taxes and posed challenging questions including, 'Why do we need businesses? What do we mean by profit? What is the opposite of profit?'

One group of pupils discussed how future business teams might be supported and came up with many ideas including knowing about each person's skills; supporting those who are struggling; having enthusiastic leaders; offering bonuses as incentives; setting sales targets; merging businesses that are underperforming. One pupil said, 'A small business that is struggling to sell comics could merge with a larger one that has shown it can sell anything – the two businesses could then share the profits.'

During the lesson pupils developed a good understanding of how a currency operates, and of the relative value of different products and services and how these can be exchanged and traded. They developed a good understanding of a range of jobs and leadership roles and responsibilities, including how different skills/aptitudes can contribute to a team. Pupils were being helped to develop a strong sense of social responsibility.

93. Despite the strengths observed, over a third of the primary schools visited did not have a coherent approach to the provision for economics and business understanding and enterprise and financial capability across the curriculum. As a result, they did not ensure that these aspects of learning were well integrated and fully embedded within the curriculum or that they were designed to ensure a progressive development of understanding and capabilities. This was compounded by the fact that, in four of the 28 schools visited, no particular individual had responsibility for overseeing pupils' development in this area. Learning outcomes were generally not being made explicit and were not being assessed in half of the 28 primary schools visited.
94. Professional development and training were satisfactory in all the schools visited and representatives from about a quarter of the schools visited had attended pfeg training sessions or had received advice and resources from pfeg.

Enterprise education in secondary schools

95. The secondary schools visited did much to promote students' enterprise capability by a whole range of often exciting off-timetable activities. As a result, in more than half of the schools visited, students were developing good problem-solving and teamworking skills, including negotiation, cooperation, planning and organisation. However, students' economic and business understanding and their financial capability remained underdeveloped, unless they were studying formally assessed qualifications in these areas. For example, students often had only vague ideas about the economy, interest rates and their impact, recession, inflation, why prices vary, and the ownership of companies. However, a few schools, located in communities that had suffered significant unemployment as a result of recession, made particularly good provision so that their students had a very clear understanding of the meaning of recession and its impact on their families and communities. In such cases, the school provision enhanced and sharpened the understanding students had gained as a result of their personal experience.
96. Approximately 120 lessons relating to enterprise education were observed in secondary schools during the period of the three-year survey. In around 70 of these lessons, students made good or outstanding progress in their learning, and teaching was judged to be good or outstanding. This was not as good as the formally assessed economics and business lessons observed. It reflects the fact that many of the teachers involved in delivering elements of enterprise education were not economics or business specialists and many had little or no

training or expertise in the subject matter. Furthermore, in the six schools visited without sixth forms where formally assessed economics and business courses were not offered, there were no subject specialists to advise on the teaching of whole-school provision.

97. In the schools where teaching was judged to be good or outstanding, students made good progress because activities and approaches enabled them to develop their understanding. The following example, from a lesson about interest rates and the impact of recession and falling prices with a low prior attainment Year 8 group, illustrates how even complex economic issues can be understood by younger students and how sensitive and probing questioning can build on existing understanding and develop it further.

Interest rates

Teacher: 'Does anyone know what we mean by interest rates?' Lots of hands shoot up. Student 1: 'It's when you really like something, sir.'
Teacher: 'Well yes, that's one type of interest, but I was thinking about something slightly different.'

Student 2: 'I sometimes lend my dad a fiver and when he pays me back, he gives me £6 back – that's interest.' Teacher: 'Yes that's right, so when you lend someone some money you expect to be paid back and to be paid something for lending the money as well.'

Teacher: 'Anyone else?' Student 3: 'You get interest when you put your savings into a bank.' Teacher: 'That's right. Why does the bank pay you interest when you save with them?' Students don't know why and so the teacher explains.

Petrol prices

The price of petrol had fallen from £1.29 per litre in August 2008 to £0.89 per litre in December 2008

Teacher asks students if the fall in the price of petrol is a good thing. Students all say 'yes'.

Teacher: 'Why and who is it good for?' Student 4: 'it costs less to buy; it's good for drivers, families, my dad; they'll have more money for other things or to pay bills.'

Teacher: 'Is it a bad thing for anyone?' Student 5: 'Petrol stations – they don't get as much money.'

Teacher: 'What might happen then?' Student 6: 'It might have to shut; get rid of people.' Teacher emphasises the importance of recognising that economic events are usually good for some people but bad for others.

98. As noted in Part A, teachers' knowledge and awareness of business issues relating to different ethnicities, cultures, faiths or socio-economic differences among students were not always evident in the lessons observed. For example, inspectors rarely observed lessons on personal finance where there was any mention of the fact that Sharia law finds unacceptable the taking of/payment of interest on loans and savings. This was the case even in groups where it was clear that a number of students were likely to be Muslims. Similarly, there was rarely any recognition in teaching about personal finance that pupils come from a range of different socio-economic backgrounds, and might therefore have quite different levels of awareness of, for example, different types of financial services.
99. In order to deliver the whole-school enterprise programme, the most effective schools visited used a combination of dedicated lessons, often as part of a module within the personal, social and health education (PSHE) programme, 'suspended timetable' days and coverage that was integrated across a range of subjects. Where the schools depended solely on 'suspended timetable' days, students developed only a very partial understanding of the whole programme. The days became isolated and fragmented experiences when not supported by the rest of the curriculum. Students frequently enjoyed them but had very limited recollection of the content. When asked what they had learnt, they mainly referred to skills such as 'working in a team' and could only rarely identify key ideas or concepts. However, the advantage of these events was that they enabled students to:
- explore issues in greater depth
 - engage in activities that might have been difficult to manage in normal lessons
 - develop solutions to business problems and present their ideas
 - benefit from the involvement of personnel from outside the school, such as local employers.
100. The following example illustrates how a combination of approaches worked well.

This was a whole-school session on personal finance, which focused on budgeting and how to manage on a limited income. House assemblies provided the opportunity for a 'lead lesson', the theme of which was then followed through in mixed-age tutor groups during the week. The house assembly was delivered by an assistant headteacher who brought in a very large cheque (over 3ft wide) made out for a sum equivalent to the school's annual budget.

He identified costs that the school incurred. Students came up and tore off appropriate portions of the cheque to reflect each of the costs identified. Eventually, only a small bit of the original cheque was left. This was to be

used for additional student resources. But then a note was passed to the assistant head – the roof in the main building was leaking.

As a result, the remaining funds must be used to repair the roof so there was nothing left for student resources. Work in tutor groups followed and involved a similar exercise, but this time based on individual budgets – with information and tasks being differentiated to meet the needs of different age groups in the tutor groups.

101. Where whole-school enterprise education programmes were taught by form tutors, the quality was variable, depending on their interest and expertise. Typically, tutors were issued with a series of worksheets and exercises to give to students and the occasional video, often resulting in dull lessons and superficial understanding. Students frequently complained to inspectors that these sessions were 'boring'. However, there were examples of good practice, as this simple tutor-time activity, which was used regularly in one school to raise awareness of economics and business issues, illustrates.

An 'I've got news for you' activity took place regularly in the weekly tutor period. Like the TV programme, it drew on the major news items of the week and regularly focused on economics and business or financial issues. Recent content had included the budget, the credit crunch and Northern Rock. Differentiated prompts were provided for the different year groups.

102. A few schools maintained that their audits of coverage of enterprise provision across the curriculum showed that all elements were already being delivered through existing subjects, for example, financial issues in mathematics and economic issues in history or geography. However, the priority that teachers attached to these aspects depended on the extent to which they saw them as 'adding value' to their own subjects. For example, mathematics teachers spoken to viewed personal finance as a useful context for applying mathematical skills, but they were less interested in exploring issues that did not have a mathematical solution. Discussions with students often showed that this approach was hit and miss and most had only gained a partial understanding of key ideas at best, as the following case study illustrates.

A group of Year 11 students, who were not studying for GCSEs or equivalent in economics or business, were able to identify enterprise skills and provide examples of how they had developed these in a range of contexts. However, their understanding of personal finance, economics and business was very patchy. For example, most were not really clear about the difference between credit and debit cards. Some students said they had studied inflation in work on German hyperinflation in history. However, when asked to use the knowledge they had gained in the history context to explain what inflation was, what caused it and what its impact might be, they were unable to do so.

103. In contrast, the following example illustrates how, if well organised, the promotion of enterprise and related skills across subjects can be effective.

All subjects had identified how they could and would develop enterprise skills; this was referred to in schemes of work and there was significant staff development to support the initiative. Several subjects including maths, art, and history had been awarded enterprise status and as a result received additional funding to do extra enterprise work with pupils in their subject. For example, in art students visited a hat museum, learning how to commercially display their art work and mount their own exhibition in the museum. These enterprise activities all included an ethical dimension.

104. It was rare to find the secondary schools visited taking account of, or building on, students' experiences in their primary schools. However, in a majority of business and enterprise specialist schools there was excellent coordination of provision with feeder primary schools, as the following example illustrates.

The school had exceptionally good provision in Key Stage 3. As well as off-timetable, enterprise-related days, all students in Years 7, 8 and 9 had timetabled classes delivered by specialist economics and business teachers. A key contributory factor was that the school's enterprise coordinator taught enterprise lessons to Year 6 students in feeder primary schools. This meant that when pupils entered the school in Year 7 they already had experience of this type of provision and were already developing knowledge, understanding and skills that were built on and extended in the secondary school.

105. Five schools that catered for students with special educational needs and/or disabilities were visited during the three years of the survey, two of which had business and enterprise specialist status. The promotion of economic and business understanding and enterprise and financial capability was a strength in each of the schools. This reflected the importance that these schools attached to preparing their students for their adult lives and for independent living. The commitment of all staff to promoting students' enterprise capability was strong because it was seen as being closely linked to developing their independence, their ability to work in teams, to negotiate, solve problems, manage risk and communicate. All of these skills were focused on by staff in special schools in every subject and every learning situation because they were vital for developing their students' ability to cope in adult life after school.
106. The following case studies illustrate some of the good practice observed in these schools. The second example provides a compelling rationale for why a special school decided to apply for business and enterprise specialist status.

All students in Key Stages 3 and 4 were involved in Young Enterprise-type activities, where they took on responsibilities, learnt to negotiate and to do basic research, worked as a team, led, produced products, learnt the basics of costing and pricing and sold their products both in school and beyond. In addition, at Key Stage 4, excellent business enterprise challenge days and workshops took place jointly with other mainstream and special schools. On these days students were provided with a business lunch and were required to wear office dress and to behave appropriately for a work-orientated environment. Mixed teams of Year 11 students from this school and the neighbouring mainstream school produced and presented business plans, which were judged by local businesses. Around the school, video clips from these activities demonstrated the developing level of confidence of students.

The decision to bid for specialist business and enterprise status arose from the school's awareness that retention on post-school college courses and success in gaining employment for many of its students were poor. Rather than blaming colleges or employers, the headteacher and staff decided to review the provision in school and in particular the curriculum offered, to see if there was something more that could be done. The result was the decision to apply for specialist business and enterprise status.

The designation had enabled the school to develop strong links with the local business community, which were used very well to enhance teaching and learning. At the same time, it had developed a more skills-based curriculum with a strong focus on developing economic and business understanding and enterprise and financial capability for all students in order to prepare them well for their independent adult lives. As a result, there was a strong focus on developing students' work/life skills, including their abilities to interact with strangers, to behave appropriately in a work environment, to work in teams and to be confident in communicating. Business and enterprise status was enhancing the reputation of the school and more of its leavers were moving into further education or employment.

107. A majority of the schools visited made good use of business and community links to enhance their whole-school enterprise education provision; and business links were often stronger on whole-school enterprise programmes than on formally assessed economics and business education courses. The schools where the economics and business education curriculum was judged to be outstanding tended to have very effective links with local employers. These were used to good effect to support the Key Stage 4 work-experience programme and the whole-school enterprise education programme. In the five special schools visited, school-business links were good, and better than in many of the mainstream schools visited, because timetables were more flexible and the schools were more willing to provide opportunities for students to gain experience outside school.

108. The following examples illustrate the benefits of business and community links.

The school recruited an enterprise coordinator whose responsibilities included developing and managing relationships with primary schools, employers and partners in post-16 education and training, including the business school from a local university. Students ran a printing business on a commercial basis, producing high-quality, small-scale print runs of items such as banners, posters and other marketing materials, Christmas cards and fine-art prints. Customers included departments within the school, local primary schools, small businesses and the city council. Students learned at first hand the value of customer service and how to market products and services successfully.

The enterprise initiative developed as a result of a visit to the school by the Diocesan director for CAFOD (Catholic Overseas Development Agency) and overseas guests. As part of the visit, the head of design and technology (the school's enterprise coordinator) demonstrated a laser cutting computer-aided design and manufacturing facility. The Diocesan director saw the machine's potential and was keen to utilise it to make products which could be sold to raise funds for his charity's worldwide projects.

Year 10 pupils taking part in the enterprise project were able to benefit from having a client to work for, which gave them a real sense of focus and direction during coursework projects. They were split into small working teams. Each team was required to design and make three different product prototypes: a bookmark, a religious cut-out figure and a set of drinks coasters; to make a point-of-sale display that would promote both CAFOD and their products; and to produce a marketing presentation. CAFOD provided a team of people to judge the product samples and sent press officers and photographers along to record aspects of the activity for the official CAFOD website. The school agreed to batch produce the winning entries, which were to be passed to CAFOD and then sold to the public.

An enterprise day for Year 8 students started with talks from three local charities, each selected by the students. All students were then set the challenge of raising funds for charity. Each tutor group was 'loaned' £20 to set up its business. This was followed up through the tutorial programme and charity raising events held during charities week. The activities were clearly enjoyed by students and they developed basic business understanding because they had to draw up business plans and calculate breakeven points.

After the events, debriefing took place through the tutorial programme to investigate why some activities were more successful than others and to

consider what they might have done differently. Students felt that they had gained from working in teams, increased their confidence in buying and selling and developed a better understanding of business. They appreciated that they were not paying full costs and knew what other costs would be involved if they were doing it for 'real'.

Approximately 20 students from each of Years 8 and 9 were involved in an extra-curricular enterprise project with a local rugby club. Students had to apply for places, which were oversubscribed. After-school visits to the club and discussions about their merchandising took place. Students were asked to come up with ideas for new products to be sold through the shop or online. Their ideas were evaluated by the club. In addition to developing their understanding of design and marketing, students had the opportunity to interview players, write articles and produce pages for the club's website. Students enjoyed the project and could identify gains in their understanding and skills.

109. The following example illustrates the strong local links developed by a business and enterprise specialist school that benefited both the school and the local business community.

The benefits were two-way; the school and its specialist status contributed effectively to the local business community and local businesses contributed to the school. The school organised a regular and well-attended Business Breakfast Club that was held on school premises and chaired by the school's director of specialism. This provided a forum for local small- and medium-sized businesses where they could discuss their individual businesses and the range of local issues that affected them. In return, the benefits for the school included: the wide range of business links that were created and resulted in, for example, employers acting as 'dragons' in the various challenge activities that the school held for all year groups; employers contributing as visiting speakers to business education courses; businesses providing opportunities for school visits and enhancing opportunities for work experience.

110. Provision for economic and business understanding and enterprise and financial capability at whole-school level lacked coherence in over a third of the schools visited. This was because there was no broad view or clearly defined vision of what schools were trying to achieve or what they wanted their students to learn. In particular, these schools lacked a coherent and coordinated whole-school programme that demonstrated well-planned progression across each key stage. In contrast, in specialist business and enterprise schools, it was much more likely that a coherent and well-planned progressive scheme of work was in place.
111. When specialist economics and business teachers and subject leaders had responsibilities for, or contributed their subject expertise to, planning and

delivering the whole-school provision, it was more likely to be well-planned and strongly coherent. In these schools clear learning outcomes had generally been identified, with carefully planned progression in the nature of activities and learning tasks from one key stage to the next. However, in more than half of the schools that did not have specialist status, economics and business teachers and subject leaders were not involved with, and were unaware of, what was being taught in the whole-school enterprise education provision.

112. Half of the schools visited failed to identify and assess learning outcomes formally in relation to enterprise education. Related to this, and as a consequence of it, there were no systems to monitor and assess students' achievement in relation to these aspects of the whole-school curriculum. Given the substantial resources that had been directed to this area in recent years, and its importance in preparing students for their adult lives, this was a considerable weakness in leadership and management.
113. The schools that had a clear view of whole-school provision had a variety of approaches to monitoring and assessing students' progress, including skills passports, self-assessment and formally accredited programmes that involved skills assessment. However, the assessment that was in place tended to relate to enterprise capability rather than economic and business understanding or financial capability. The following example is of a school that had developed wide-ranging approaches to assessing enterprise-related skills, including formal accreditation in Key Stage 4.

There is a strong focus on enterprise across the whole curriculum. Throughout Years 7 to 11, every student has a timetabled lesson of enterprise learning. Students not taking business examination courses develop good economic and business understanding and enterprise and financial capability. Appropriately varied approaches to assessment are in place: enterprise capability is assessed through the Year 7 passport; in Years 8 and 9, students are awarded 'green slips' when they demonstrate one of the school's 14 enterprise capabilities effectively; all Year 10 students are following the BTEC Work Skills Award; all Year 11 students have the opportunity to gain BTEC accreditation for their enterprise work via the Preparation for Enterprise Award; key skills demonstrated during work experience are also recorded.

114. Monitoring and evaluating the quality of teaching and learning in the context of whole-school provision for economics and business understanding and enterprise and financial capability were weaknesses in the schools visited. Although individual aspects of provision were often evaluated, such evaluations tended to be about whether suspended timetable days or particular activities had gone well, run smoothly and were enjoyed, rather than about the quality of teaching or how successful learning had been.
115. The quality of training for non-specialist teachers was variable. In a few schools, PSHE teachers had received training from their specialist subject

association and were confident in their delivery of this aspect of the PSHE curriculum. In others, whole-school training sessions on enterprise capability had taken place and these had enabled form tutors to deliver relevant tutor-time activities in an informed and confident manner. They had also encouraged teachers across a wide range of subjects to consider enterprise-related skills and how these could be developed in their own subject lessons.

116. In a few schools visited, teachers had received support and resources from pfeq to enhance teaching and learning in relation to financial capability. However, economic and business understanding and financial capability were rarely a focus of training. As a result, non-specialist teachers deployed to deliver these elements of the curriculum, particularly to older students, were not always confident in their delivery of content, in encouraging a more sophisticated analysis of issues, or identifying clearly where value judgements might be involved. For example, in a Year 11 lesson on different forms of finance, the teacher stated categorically that credit cards were bad and should not be used because they always led to huge debts that were difficult to shift. This point was delivered as a fact, not as a personal judgement. The teacher did not explore situations when a credit card might be the best option for financing the purchase of a particular item.
117. The following case study illustrates how an area-wide enterprise programme can promote good professional development and subsequently have a positive impact on student outcomes.

Rotherham Ready Enterprise Initiative aimed to raise aspirations by developing enterprise education for all learners aged 14 to 19 in Rotherham. Its approach was based on the belief that 'some young people will become entrepreneurs, but all young people will need to be enterprising'. It placed strong emphasis on involving all students, including those with learning difficulties and/or disabilities. It was seen as a key influence in developing a more enterprising culture within an overall economic regeneration agenda. It successfully involved the great majority of schools and colleges in the borough. At the invitation of the project director, inspectors visited five primary schools, a special school, two secondary schools and a general further education college in summer 2008.

Inspectors found a common understanding of enterprise education being developed by teachers and students, with enterprise education being interpreted as developing a broad range of skills for employment and adult life plus a strong emphasis on understanding the ethical, environmental and social implications of economic activity. Inspectors were particularly impressed by the quality of some of the work in primary schools which was reflected in the confidence and enthusiasm shown by pupils. There was a general realisation that developing enterprising learners also required enterprising teaching. High-quality professional development, underpinned by good resources and support in schools

helped to inspire teachers, developed a common understanding of enterprise and promoted appropriate teaching and learning styles. Teachers had good opportunities for networking and sharing ideas and resources. Establishing 'enterprise champions' in 75 schools and colleges provided internal and external points of reference for developments, aided the sharing of good practice and helped keep enterprise education on the agenda when there were many other pressures on the curriculum.

Notes

This report evaluates strengths and weaknesses in economics, business and enterprise education, drawing on evidence from visits to 28 primary schools and 100 secondary schools, including five special schools, between April 2007 and March 2010. An additional three primary and two secondary schools were visited to observe specific features of good practice, but they are not included in the main analysis of evidence. The schools selected provided a spread of different types and sizes of schools in varying geographical contexts. In the case of the secondary and special schools visited, these included 33 schools with business and enterprise specialist status (including both 11 to 16 schools and schools with post-16 provision), 18 schools for 11–16-year-olds and 49 schools with post-16 provision with no specialism in business and enterprise. Within the secondary survey, 39 of the 100 secondary schools visited made provision for vocational qualifications. An aspect of visits to four schools and one sixth form college was the exploration of the quality of provision and learning on the International Baccalaureate. For the purposes of this report, the evidence from the special schools visited is collated with that of the secondary schools, except where otherwise stated.

During the visits, inspectors evaluated the quality of achievement, the quality of teaching, the quality of the curriculum and the effectiveness of leadership and management of whole-school provision for enterprise education in all the schools sampled; and of formally assessed economics and business courses in the secondary and special schools only. In the case of the former, this covers the promotion of economics and business understanding, and enterprise and financial capability within these schools. Inspectors observed lessons; held discussions with groups of pupils, students and staff; scrutinised pupils' and students' written work; analysed data on students' progress; and reviewed documentation, including schemes of work, self-evaluation and improvement plans. In secondary schools, 377 lessons were observed, of which about 250 were lessons for formally assessed economics and business education courses, about 120 were whole-school enterprise education-related lessons and the rest were a mixture. Twenty-three lessons were observed in primary schools.

Evidence was also collected from 33 college inspections that took place between 2009 and 2010 and included a focus on sector subject area 15 (business, administration and law). In order to complement the secondary school evidence involving 11–18-year-old students, only evidence involving 16–18-year-old students in these colleges has been included in the report. From September 2009, a revised

framework for inspection in the post-16 learning and skills sector was introduced that extended the inspection of sector subject areas to all colleges. Previously sector subject areas were only inspected in those colleges judged to be satisfactory or inadequate.

Further information

Publications by Ofsted

Developing financially capable young people: a survey of good practice in personal finance education for 11–18-year-olds in schools and colleges (070029), Ofsted, 2008; www.ofsted.gov.uk/publications/070029a

Developing young people's economic and business understanding (070096), Ofsted, 2008; www.ofsted.gov.uk/publications/070096

Identifying good practice: a survey of business, administration and law in colleges (070026), Ofsted, 2008; www.ofsted.gov.uk/publications/070026

Personal, social, health and economic education in schools (090222), Ofsted, 2010; www.ofsted.gov.uk/publications/090222

The importance of ICT: information and communication technology in primary and secondary schools, 2005/2008 (070035), Ofsted, 2009; www.ofsted.gov.uk/publications/070035

Websites

The BBC news website is a source of information for business and economics education; www.news.bbc.co.uk.

The Department for Education site provides information on curriculum developments; www.education.gov.uk.

The Economics, Business and Enterprise Association is a professional association that provides support for teachers in schools and colleges and others involved in economics, business and enterprise education. It provides a wide range of resources, including video and web links to support teaching and learning, and professional networking opportunities; www.ebea.org.uk.

The Enterprise Village is the online and communications component of Enterprise Network. It is a free resource for primary, secondary and further education staff interested in enterprise education; www.nationalenterprisenetwerk.co.uk and www.enterprisevillage.org.uk.

The Excellence Gateway provides examples of good practice, self-improvement, and suppliers of improvement services and materials to support teaching and learning in the post-16 learning and skills sector; www.excellencegateway.org.uk.

Microsociety, developed by the Education Business Partnership for Kingston and Merton, is a project that promotes economic understanding for Year 5 pupils, and includes resources and training for teachers; www.myvoicelondon.org.uk.

The Personal Finance Education Group (pfeg) quality assures and provides resources to support personal finance education and advice and professional development for teachers involved in delivering personal finance education; www.pfeg.org.

The Specialist Schools and Academies Trust (SSAT) website has information on business and enterprise specialist schools and developments in business, financial and enterprise education; www.ssatrust.org.uk.

Teachernet provides links to a range of information and resources to support teachers at each key stage;
www.teachernet.gov.uk/teachingandlearning/resourcematerials.

Young Enterprise activities aim 'to inspire and equip young people to learn and succeed through enterprise'; www.young-enterprise.org.uk.

Annex A: Schools visited and colleges inspected

Primary schools

Boundary Primary School
 Bridport Primary School
 Denfield Park Junior School
 Dorney School
 Dundonald Primary School
 Farway Church of England Primary School
 Hatfield Primary School
 Heronsgate Junior School
 Herringthorpe Infant School
 Herringthorpe Junior School
 Innsworth Junior School
 Iron Acton Primary School
 King Charles Primary School
 Leighterton Primary School
 Lexden Primary School
 Our Lady of the Assumption Catholic Primary School
 Peartree Junior School
 Poplar Primary School
 Sandown School
 Shipbourne School
 St Bernadette Roman Catholic Primary School
 St Mary's Roman Catholic Primary School
 St Peter's Church of England Primary School
 Stifford Primary School
 The Priory Church of England School
 Thorpe Hesley Junior School
 Tibberton Community Primary School
 Wales Primary School
 West Pennard Primary School
 Whitminster Primary School

Local areas

Blackpool
 Dorset
 Northamptonshire
 Buckinghamshire
 Merton
 Devon
 Merton
 Milton Keynes
 Rotherham
 Rotherham
 Gloucestershire
 South Gloucestershire
 Cornwall
 Gloucestershire
 Essex
 Coventry
 Hertfordshire
 Merton
 Kent
 Kent
 Hertfordshire
 Rotherham
 Kent
 Thurrock
 Merton
 Rotherham
 Gloucestershire
 Rotherham
 Somerset
 Gloucestershire

Wimbledon Chase Primary School

Merton

Secondary schools

Alderman Smith School and Sports College
 All Hallows Catholic College
 Appleton School
 Beauchamps High School
 Bedford High School
 Beechwood School
 Broadgreen School
 Brockworth Enterprise School
 Brumby Engineering College
 Bungay High School
 Calder High School
 Caldew School
 Champion School and Community College
 Castle Business and Enterprise College
 Castle View School
 Central Foundation Boys School
 Central Lancaster High School
 Chafford Hundred Business and Enterprise College
 Cheadle High School
 Christs Church of England Comprehensive Secondary School
 City of Ely College
 CTC Kingshurst Academy (previously The City Technology College)
 Cleeve School
 Codsall Community High School
 Cowes High School
 Diss High School
 Durrington High School
 Edlington School
 Epinay Business and Enterprise School
 Evesham High School
 Farringdon Community College
 George Dixon International School and Sixth Form Centre

Local areas

Warwickshire
 Cheshire East
 Essex
 Essex
 Wigan
 Slough
 Liverpool
 Gloucestershire
 North Lincolnshire
 Suffolk
 Calderdale
 Cumbria
 Warwickshire
 Walsall
 Essex
 Islington
 Lancashire
 Thurrock
 Staffordshire
 Richmond upon Thames
 Cambridgeshire
 Solihull
 Gloucestershire
 Staffordshire
 Isle of Wight
 Norfolk
 West Sussex
 Doncaster
 South Tyneside
 Worcestershire
 Oxfordshire
 Birmingham

Secondary schools

Greig City Academy
Harrogate Grammar School
Hilltop School
Holly Lodge Girls College
Holmesdale Technology College
Holsworthy Community College
Hornsea School and Language College
Hugh Christie Technology College
Huntington School
Impington Village College
John Kitto Community College
Kings School
Larkmead School
Lavington School
Leasowes Community College
Ludlow Church of England School
Manor Foundation Business, Enterprise & Sports College
Manor School and Sports College
Mill Hill School
Moulsham High School
New Mills School Business & Enterprise College
Newport Free Grammar School
Nova Hreod
Oakwood High School
Ormskirk School
Philip Morant School and College
Philips High School
Pittville School
Polesworth International Language College
Preston School
Queens Park Community School
Ranelagh Church of England School
Riddlesdown High School
Rooks Heath High School

Local areas

Haringey
North Yorkshire
Rotherham
Liverpool
Kent
Devon
East Riding of Yorkshire
Kent
York
Cambridgeshire
Plymouth
Hampshire
Oxfordshire
Wiltshire
Dudley
Shropshire
Sandwell
Northamptonshire
Derbyshire
Essex
Derbyshire
Essex
Swindon
Salford
Lancashire
Essex
Bury
Gloucestershire
Warwickshire
Somerset
Brent
Bracknell Forest
Croydon
Harrow

Secondary schools

Royal Latin School
 Sacred Heart Roman Catholic Secondary School
 Selly Oak Trust School
 Selwood Anglican/Methodist Middle School
 St Bede's Catholic High School
 St Benedict's Catholic School
 St Benedict's Catholic College
 St John Payne Catholic Comprehensive School, Chelmsford
 St Joseph's Catholic College
 St Joseph's Catholic High School, Business and Enterprise College
 St Mark's West Essex Catholic School
 St Mary's Catholic High School
 St Peter's RC High School and Sixth Form Centre
 Sutton Special School
 Swanwick Hall School
 Tadcaster Grammar School
 Tewkesbury School
 The Blandford School
 The Bridge Learning Campus
 The Cotswold School
 The Denes High School
 The English Martyrs School and Sixth Form College
 The Green School
 The John of Gaunt School
 The Long Eaton School
 The Nelson Thomlinson School
 The Ramsey College
 The Skinners' Company's School for Girls (now Skinners Academy)
 The Toyndbee School
 Wales High School
 West Derby School
 Whitley Abbey Community School
 Willenhall School Sports College
 Wingfield Business and Enterprise College

Local areas

Buckinghamshire
 Southwark
 Birmingham
 Somerset
 Lancashire
 Suffolk
 Essex
 Essex
 Swindon
 Cumbria
 Essex
 Wigan
 Gloucestershire
 Dudley
 Derbyshire
 North Yorkshire
 Gloucestershire
 Dorset
 City of Bristol
 Gloucestershire
 Suffolk
 Hartlepool
 Hounslow
 Wiltshire
 Derbyshire
 Cumbria
 Essex
 Hackney
 Hampshire
 Rotherham
 Liverpool
 Coventry
 Walsall
 Rotherham

Secondary schools

Wood Green School
Wrotham School

Local areas

Oxfordshire
Kent

Further education and sixth form colleges

Alton College
Aylesbury College
Barnet College
Barton Peveril College
Bexley College
Bolton College
Cadbury Sixth Form College
Christ The King Sixth Form College
City College Coventry
City of Bristol College
Cornwall College
Epping Forest College
Harrow College
Hartlepool Sixth Form College
Herefordshire College of Technology
John Ruskin College
Loreto College
Orpington College of Further Education
Prior Pursglove College
Queen Mary's College
Riverside College Halton
Rotherham College of Arts and Technology
Salford City College
Sir George Monoux College
Solihull College
South Leicestershire College
Southgate College
Southwark College
Telford College of Arts and Technology
Thames Valley University

Local areas

Hampshire
Buckinghamshire
Barnet
Hampshire
Bexley
Bolton
Birmingham
Lewisham
Coventry
Bristol City
Cornwall
Essex
Harrow
Hartlepool
Herefordshire
Croydon
Manchester
Bromley
Redcar and Cleveland
Hampshire
Halton
Rotherham
Salford
Waltham Forest
Solihull
Leicestershire
Enfield
Southwark
Telford and Wrekin
Ealing

The Sixth Form College, Colchester
Tresham College of Further and Higher Education
Wakefield College
Waltham Forest College
Wigan and Leigh College

Essex
Northamptonshire
Wakefield
Waltham Forest
Wigan