



# Developing enterprising young people

Features of the successful implementation of enterprise education at Key Stage 4

Better  
education  
and care

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## Executive summary

Enterprise education is viewed by the government as a key component in improving the economic well-being of the nation and individuals. Private and public sector businesses need employees with a 'can do' attitude, a willingness to take on responsibility, a creative and innovative approach to solving problems, and the ability to cope with uncertainty and change and make reasonable risk/reward assessments.<sup>1</sup> Such enterprising skills and attributes help in the creation of new businesses but are equally important for individuals to be successful in their personal lives. They are a key output of work-related learning, which became a statutory curriculum requirement for 14–16 year olds in September 2004.

The government has provided additional funding of £180m over three years from September 2005 to support the development of enterprise learning for all 14–16 year olds. The funding amounts to about £17,000 each year for an average sized secondary school. Enterprise pathfinders, involving approximately 700 schools, have tested approaches to enterprise education and the Learning and Skills Council (LSC) has funded enterprise advisers to support 1,000 schools in socially deprived areas. In the summer of 2005, senior managers from all schools were invited to attend regional conferences funded by the Department for Education and Skills (DfES) to help them develop enterprise education at Key Stage 4.

In 2003, Ofsted was asked to evaluate enterprise learning in a sample of 33 schools and its findings were published in *Learning to be enterprising*.<sup>2</sup> A further survey of 16 schools was carried out in spring 2005. The sample included pathfinder schools, specialist business and enterprise schools, special schools, pupil referral units and other schools known to be providing enterprise education at Key Stage 4.

Despite some progress, especially in developing a clearer understanding of what enterprise education involves, many of the shortcomings identified in *Learning to be enterprising* are present in the more recent sample of schools inspected. In particular, as witnessed in recent surveys, schools need to be clearer about the learning outcomes expected from enterprise education and to have better systems in place to assess and monitor student progress.<sup>3</sup> This report draws on both the 2003/04 and 2004/05 surveys, as well as other inspection evidence, to identify the key features required for the successful development of enterprise education and provide practical guidance to schools and others through sharing examples of good practice.

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<sup>1</sup> CBI official response to proposals for the reform of 14–19 qualifications, February 2004.

<sup>2</sup> *Learning to be enterprising* (HMI 2148), Ofsted, 2004.

<sup>3</sup> The surveys mentioned include the two recent surveys for enterprise and evidence from other surveys (e.g. 14–19 and business education subject inspections).

## Main findings

Schools developing enterprise education effectively demonstrate all of the following features:

- a strong commitment by senior managers
- effective leadership and management
- a common understanding of enterprise education
- identification of clear learning outcomes
- firm location in the curriculum of enterprise education
- effective use of the existing curriculum
- use of extra-curricular activities and suspended timetable days
- provision for all, not for the few
- optimum use of teacher expertise
- use of outside expertise
- opportunities for continuing professional development (CPD)
- effective assessment and monitoring of progress.

## Recommendations

To support the development and improve the quality of enterprise education, schools should:

- act on the advice and guidance provided in this report
- form networks with other schools to share and develop good practice.

The Qualifications and Curriculum Authority (QCA) should:

- continue publishing examples of good practice
- consider identifying a set of precise learning outcomes for enterprise education on the basis of research evidence
- provide guidance to schools on assessing enterprise education and monitoring progress.

The DfES should:

- continue providing guidance and sharing good practice through its website and other means
- continue supporting the professional development of managers and teachers
- support the development of networks of schools and other providers to share good practice.

Ofsted should:

- evaluate schools' provision for enterprise education and its contribution to young people achieving economic well-being, and publish its findings.

## Features of the successful implementation of enterprise education at Key Stage 4

### 1. A strong commitment by senior managers

1. A proven commitment by the headteacher and senior managers is a feature of all the schools developing enterprise education effectively. Headteachers and senior managers in these schools have a good understanding of enterprise education and believe that it is an essential part of the preparation for adult life, improving young people's employability and future economic well-being. This commitment to enterprise education is demonstrated through:
  - making it a priority in the school development plan
  - supporting it through CPD
  - allocating it adequate resources, including management and staff time
  - securing its place in the curriculum.
2. The following is an example of the use of an effective policy to underpin development of enterprise education.

*The school worked with its staff, governors and other stakeholders to produce an enterprise policy. It starts with the statement 'the school aims to enable all its young people to be enterprising so that they can achieve their full potential in their families, their education and lifelong learning, their working lives and their community'. The policy sets out the knowledge, skills and attitudes they expect students to develop through enterprise education, the teaching and learning styles needed and how it is to be managed. The policy is cross-referenced to the school development plan and the plan for professional development.*

3. Evidence suggests that it is very difficult for individual teachers to develop enterprise education successfully in a school where the headteacher is less than fully committed to it. In particular, the support of heads of department and subject coordinators is needed if enterprise education is to be embedded in the curriculum, and unless it is part of whole school policy these middle managers may not see it as a priority.
4. Headteachers often cite initiative overload, a shortage of curriculum time and the pressure to raise standards as reasons for not making enterprise education more of a priority in their schools. They argue that they are judged by parents and others on their performance in public examinations and that enterprise education does not contribute to raising GCSE scores and their school's position in league tables.
5. While there is some truth in these arguments, they ignore the obligations of schools, research evidence, and the wider needs of community and society. First, enterprise education should not be seen as 'yet another initiative' but as part of the wider provision for work-related learning – a

statutory requirement at Key Stage 4. Enterprise education also contributes to young people achieving economic well-being, an aspect of *Every child matters*, underpinned by the Education Act 2004. Second, inspection evidence indicates that students are motivated by effective enterprise education and that it can also result in better teaching and learning across the curriculum. Third, employers and universities do not judge students solely on the basis of examination performance: they are also looking for students who can take responsibility, are innovative in their approach to solving problems and can work effectively in teams, as well as individually. One very successful grammar school, for example, has evidence that the skills and experiences its students gain through enterprise education and work-related learning are instrumental in gaining places on heavily oversubscribed university courses. Universities are also keen that students see the practical applications of the subjects they are studying and it is for this reason that many of them, including the University of Cambridge, make enterprise courses available to students who are reading subjects such as mathematics, computing and science.

## 2. Effective leadership and management

6. The commitment of the headteachers and senior managers to enterprise education needs to be translated into action through effective leadership and management. In the schools successfully developing enterprise education, an appropriate member of staff has been given responsibility for this area of the curriculum, often as part of a wider brief for work-related learning or business education. These enterprise coordinators have a good understanding of what enterprise education involves, a clear strategic vision for its development and the interpersonal skills to work with other colleagues. They are supported by senior managers in their role and, vitally, they are given adequate time to do the job. Some of the specialist business and enterprise schools in the sample are fortunate enough to be able to fund full time non-teaching posts for managing enterprise education and partnerships with business and the wider community; such staff, who bring with them experience of setting up and managing businesses, are proving very effective in a number of schools. Externally funded enterprise advisers are also providing very useful management time and support in some of the schools.
7. The most effective schools have clear strategies for developing enterprise education which avoid piecemeal approaches and overlapping provision. Where the schools have been successful in developing enterprise education from a low baseline, the starting point was often a relatively small-scale project which demonstrated its potential to other key members of staff, as in this example.

*The newly appointed business and enterprise coordinator formed a working group consisting of three heads of department with an interest in developing enterprise education in their subjects, a deputy*

*headteacher with line management responsibility for work-related learning and a governor with a background in business. The group derived a common definition and understanding of enterprise education and identified what they felt should be the key learning outcomes for students by the end of compulsory schooling. The group then carried out a very rapid and basic audit of the enterprise education already taking place. In the first year of the project, each of the three heads of department made some provision for enterprise education in their subjects to help fill the gaps identified in provision. A suspended timetable day was organised for two Year 10 classes to pilot approaches to enterprise learning over a more concentrated period of time. This work, supported by additional resources, attracted the interest of other departments who recognised the enthusiasm it created amongst students. The coordinator planned to extend the provision to more departments and more students in year two of the project.*

### **3. A common understanding of enterprise education**

8. *Learning to be enterprising* reported that a shortcoming in some schools was the lack of common understanding and an agreed definition of enterprise education. Other surveys have reached similar conclusions.<sup>4</sup> This remains the case in about one third of schools in the 2005 sample. In particular, schools that do not have a clear definition of enterprise education are unable to identify and assess learning outcomes, so pupils' experience is neither coherent nor progressive (see section 4, below).
9. Ofsted addressed this issue in *Learning to be enterprising* by producing a definition aligned to project-based working.<sup>5</sup> The DfES proposes a broader but complementary definition of enterprise education:

*Enterprise education is enterprise capability supported by better financial capability and economic and business understanding. Enterprise capability [includes] innovation, creativity, risk-management and risk-taking, a can-do attitude and the drive to make ideas happen. This concept embraces future employees, as well as future entrepreneurs.*

10. The DfES suggests that enterprise capability is best developed in a business environment and the evidence from Ofsted inspections supports this view. However, in this context, the business environment should be widely interpreted to encompass the non-profit making sector, including charities and community and social enterprise.
11. Although the great majority of schools in the sample are supportive of these definitions, others offer different interpretations of the concept or practice of enterprise, and this can be problematic. In a few schools, for

<sup>4</sup> *A review of enterprise and education in the economy*, Howard Davies, 2002  
<http://www.dfes.gov.uk/ebnet/DR/DR.cfm>.

<sup>5</sup> See Appendix 1.



example, enterprise education is broadly defined and seen as synonymous with creativity. There are problems with this view: while enterprise education seeks to encourage original thought in seeking solutions to problems, it also requires the development of specific skills, knowledge and attributes. In addition, being creative in art or writing is not necessarily the same as being creative in a business environment. A much narrower definition offered by a few schools is that enterprise education is all about business start up. Yet *Learning to be enterprising* made a clear distinction between enterprise learning and entrepreneurial activity, arguing that while relatively few young people will go on to become entrepreneurs, all will need to be enterprising in employment and in their personal lives.

12. As suggested in *Learning to be enterprising*, some schools have sought to establish a common understanding amongst staff, students and other stakeholders of what enterprise education involves by promoting discussion, for example at whole staff development days. Several of the schools in the most recent survey have picked up on this recommendation, as in this example.

*One business and enterprise school wanted to refine and develop the staff's understanding of enterprise. During a professional development day all staff visited a business to identify the types of enterprise knowledge, skills and attributes they required of their employees. Businesses included both private and public sector organisations and non-profit making organisations. Staff used the information they had gathered as a basis for discussion about what constitutes enterprise learning and how their subject might both gain from and contribute to it. Evaluations of the day were very positive with staff feeling it helped their understanding of enterprise and developed possible contexts for its development in their subjects.*

#### **4. Identification of clear learning outcomes**

13. Having defined enterprise education, the effective schools identify the learning outcomes they expect students to gain by the end of Key Stage 4. Most schools are good at identifying opportunities for enterprise learning in the curriculum but are less good at identifying what students are expected to achieve from these experiences. However, there are some notable exceptions and some schools are making good use of the guidance provided by the DfES and QCA to identify the knowledge, skills and attributes they hope students will develop through their programmes of enterprise education.<sup>6</sup>

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<sup>6</sup> *A review of enterprise and education in the economy*, Howard Davies, 2002  
<http://www.dfes.gov.uk/ebnet/DR/DR.cfm>.

*One school identified enterprise skills at foundation, intermediate and advanced levels. They were written in terms of statements which students could easily understand and use as a self-evaluation checklist. For example, at foundation level students are expected to 'be able to talk about costs and rewards with support', while at advanced level they are expected to 'understand and take risks, based on informed judgements of costs and rewards'. The learning outcomes were in the process of being modified and refined in the light of evidence from students' work.*

14. The most successful learning outcomes are written as precisely as possible to avoid statements that are unhelpfully generic. For example, students might reasonably be expected to develop better communication skills through taking part in enterprise activities, but consideration needs to be given to exactly what communication skills are going to be improved. These might include:
  - the ability to present ideas for solving a problem to an unfamiliar audience
  - being able to write a business plan as part of a team
  - being able to construct and present a convincing argument based on evidence.
15. The greater precision of such learning objectives makes them easier to assess, an issue considered later in this report.
16. However, despite the helpful guidance already provided by DfES, QCA and others, more work needs to be undertaken to develop sharper more detailed learning objectives for enterprise education, including economic and business understanding and financial capability. Although there are no statutory programmes of study for enterprise education, a view offered by teachers in many schools is that they would welcome more precise guidance in this area so that they are not developing their own objectives in isolation or duplicating the work of others.

## **5. Firm location in the curriculum of enterprise education**

17. *Learning to be enterprising* found that, although there is no single preferable curriculum model for developing enterprise education, it is best located within a coherent provision for work-related learning. The schools that have been successful in developing enterprise education use a combination of suspended timetable days, cross-curricular approaches and dedicated time, for example in personal and social education or citizenship. Only on the basis of core provision can pupils gain better economic and business understanding and financial capability and meet the requirements of work-related learning. Where this is done well, pupils become familiar with essential concepts such as the operation of markets, adding value, and interest rates and can apply them in other contexts.

18. However, schools relying solely on the provision of enterprise education through existing subjects have invariably found it difficult to provide a coherent programme. Similarly, attempts to provide enterprise education only through suspended timetable days have often resulted in piecemeal experiences for students, and additionally have failed to take advantage of existing opportunities in the curriculum.

## 6. Effective use of the existing curriculum

19. There are many opportunities within the existing curriculum to develop enterprise education. Nearly all Key Stage 4 students at the visited schools have a period of work experience. This provides an excellent opportunity for students to develop their understanding of how businesses work and the types of enterprise skills that employees need.

*As part of their work experience, students were set specific tasks to find out about aspects of the businesses where they were undertaking work experience. The businesses were encouraged to set students a 'real' issue to investigate. In the week following work experience, students were asked to present the issue and their suggestions for resolving it to their peers and teachers. The school planned in future to invite employers to attend the presentations and provide feedback to students.*

20. In the successful schools, enterprise learning is being developed in a range of subjects. Design and technology (D&T) has proved to be a very effective vehicle for enterprise education. The D&T approach to project working – ask students to identify and analyse a problem, consider alternative solutions and develop one of them, design and make and evaluate – is akin to the approach to enterprise learning described in the annex. It is a relatively small step to set D&T projects in a business context by introducing such elements as costing, pricing and marketing into the process, as in the next example.

*Enterprise education is a strong feature of design and technology throughout the school. In Year 8, for example, all students work in small teams to design and make a product for a school fete. Students have to cost, price and produce the item, estimate likely demand, market the product and sell it at the fete. Students find the activity highly motivating as it puts design technology in a real context. The quality of work is very high as students know they have to sell their products. Students develop their understanding of the relationships between cost, price, output and profit, the difficulties of moving between single item and batch production and the factors involved in marketing. A key element in the success of the project is the thorough debriefing which involves students considering questions such as why some teams made greater profits than others, how they set price and how sales might have been increased.*

In another example, within a different school,

*...Year 10 students design and make bird boxes which are sold in the local area. They evaluate commercially produced boxes before coming up with their own designs. The boxes are costed, priced, tested and modified in the light of findings before being marketed.*

21. Examples from other subjects included, in English, projects involving the publishing and marketing of students' work; in mathematics, work on financial capability; in history, innovation; in religious education, business ethics; and in geography, fair trade issues. A key feature of all these examples was that the teachers saw enterprise education as adding value to their subjects by making teaching and learning more relevant and interesting.<sup>7</sup>

## **7. Use of extra-curricular activities and suspended timetable days**

22. Extra-curricular activities are used well by successful schools in the sample to develop enterprise education for particular groups of students. Raising money and organising events for charity are a common feature of many schools and provide scope for enterprise learning, for example by allowing students to take decisions, being responsible for organising events and managing finances.

*A group of Year 10 students organises discos for younger pupils. They take responsibility for hiring the disco, booking the school hall, issuing tickets, organising refreshments and ensuring adults are present. They keep accounts and decide on which charities to support from the profit made.*

23. Some of these schools make good use of Young Enterprise or similar schemes to enable groups of students to set up and run their own companies, often with the support of business mentors. These activities generally take place during lunch breaks or after school and although numbers involved are often small, they frequently provide high quality experiences and attract a wide range of students.
24. Nearly all of the schools in the sample make use of suspended timetable days to develop enterprise education for whole or half year groups, sometimes with the assistance of external agencies. The days typically involve students working in teams on a business simulation.

*Year 10 students work in groups to devise activities, including mini-enterprise, for younger students in the school. The activities and*

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<sup>7</sup> Further examples of enterprise education being developed in different subjects can be found on the QCA website (op cit.)

*presentations take place in the school hall and students in other year groups are released from lessons for an hour to take part. Prizes are awarded for the most popular activity or presentation, the most profitable and the most innovative. The debriefing session includes discussion about why some activities were more successful than others, why the most popular or innovative activity was not necessarily the most profitable and what changes students would make if they repeated the exercise. The activities help students develop organisational and communication skills and provide opportunities for them to take responsibility.*

25. Students generally enjoy and are motivated by enterprise days. They are most effective where:
- clear learning objectives are agreed and shared
  - teachers and business mentors are well briefed
  - the emphasis is on students being actively involved and learning by doing
  - students take maximum responsibility for decisions
  - there is very thorough debriefing to reinforce learning and evaluate outcomes.
26. The last point is particularly important. It is a common weakness of many enterprise days that insufficient time is allowed during and after the event to find out what students have learned, challenge their views and discuss their reasoning behind decisions.

## **8. Provision for all, not for the few**

27. One of the main logistical difficulties schools have faced is moving from providing enterprise education for small numbers of students to providing it for all students at Key Stage 4. The additional funding is intended to support the equivalent of five days of enterprise education for all students at Key Stage 4. However, this does not mean that all students need to have the same experiences or that provision needs to be on five dedicated days. The same core learning outcomes can be achieved in a variety of ways and some students may be given opportunities to extend their enterprise education, for example through extra-curricular activities. Differentiated provision requires more sophisticated systems for recording students' experiences but can present fewer logistical difficulties in managing events for whole cohorts of students and may well lead to better quality learning.
28. Students of all levels of attainment should have access to enterprise education, including gifted and talented students and those with learning difficulties. Some work demonstrating very high achievement took place in the sampled special schools.

*A school for students with severe learning difficulties and a school for moderate learning difficulties have worked together to provide a range of*

*high quality enterprise and work-related experiences. These are very well supported by the local education–business partnership (EBP). Older students have formed a Young Enterprise company to provide a lunch service for staff which involves them in making purchasing decisions, preparing food and selling the service. Another group of students produces pictures and poetry, which are incorporated in the design of napkins used in historic houses open to the public. Discussions with students reveal that these activities do much to enhance self-esteem, develop a range of employability and life skills and provide real contexts for developing literacy and numeracy.*

29. Additional funding for enterprise education is allocated mainly on the basis of the number of students a school has at Key Stage 4. Special schools often have small cohorts of students and therefore receive very limited additional funding for enterprise. This makes it particularly important for them to work together with other special schools and mainstream schools to make the best use of the limited resources available to them.

## **9. Optimum use of teacher expertise**

30. The successful development of enterprise education requires considerable teacher expertise. Teachers not only need the technical knowledge to teach enterprise, including economic and business understanding and financial capability, but also need particular pedagogic skills. Enterprise education is not compatible with didactic teaching. The nurturing of enterprise skills requires a learning environment where students take responsibility and calculated risks, make decisions, have opportunities to be innovative and creative in their thinking, work in teams and engage in discussion and debate. Teachers need to know how to structure activities which provide opportunities for students to develop these skills. Teachers also need to be skilled in knowing when and how to intervene, asking open questions, giving feedback and being able to manage discussions and debriefing sessions effectively. These skills are characteristic of good teaching in general but they are also the ones teachers are often weakest in.
31. Expertise in teaching enterprise education is likely to come from several sources, both internal and external to the school. Economics and business studies teachers provide an obvious source of expertise, particularly in the areas of economic and business understanding and financial capability. Teachers with recent business experience are also able to bring an enterprise dimension to their teaching. For example, in one school these included an art teacher who drew on her experience of working in advertising, a teacher who used his background in financial services to develop financial capability in mathematics and a music teacher who used his professional knowledge of recording to support an enterprise project based around producing and marketing a compact disc. There were also examples of teachers who had experience of starting up and running their

own businesses. Such teachers are able to draw on their own enterprise experiences and have credibility with their students. Administrative staff and governors were also able to make an effective contribution in some schools by drawing on their experience of business and finance.

32. Some of these schools fail to make good use of the expertise available to them. In particular, economics and business teachers are frequently not involved in teaching enterprise education outside their own subjects or have little involvement beyond providing advice on what should be taught and the resources available. There are a number of reasons why this is the case, but in some of the schools:
- they are fully committed to examination classes
  - they are reluctant to get involved in the broader development of the subject at Key Stage 4
  - enterprise education is seen as being only about the development of generic skills such as problem solving and creativity with little attention given to economic and business understanding or financial capability
  - there is a mistaken belief that economic and business understanding and financial capability can be taught by anyone.
33. Where these circumstances are found, typically, economic and business understanding and financial capability are two of the least well developed elements in work-related learning at Key Stage 4.

## **10. Use of outside expertise**

34. Some of the schools make good use of external agencies to support enterprise education, often because they recognise limitations in their own expertise. Typically, they involve outside agencies in running enterprise days, and although these have many strengths, it is sometimes the case that insufficient attention is given to agreeing learning outcomes and schools are reluctant to carry out the same level of debriefing and evaluation that they might expect when their own staff are involved.
35. Many schools make effective use of local employers and the local community. These schools often have well-established partnerships with local employers and local community organisations in place and find it relatively easy to build on these links to develop enterprise education. In some schools the local EBP or enterprise adviser plays a key role in helping to set up projects with local employers and community organisations. Other national bodies such as the Construction Industry Training Board (CITB) and the army also make a significant contribution in some schools. In the most effective partnerships, substantial time is initially invested in planning activities and achieving clarity of purpose, and where employers make a direct input, they are used in role and not as substitute teachers to give lectures.

*Teachers in one school worked with several local employers to develop scenarios of real business problems. These included devising a solution to a human resource issue, developing a new marketing strategy for a product and considering ways of solving a production problem. Groups of students were set the challenges and given tight deadlines for their completion. Employers and teachers supported the groups by asking questions, challenging responses and encouraging the students to seek additional information. Students made formal presentations of their ideas to panels of employers who then provided feedback on the strengths and weaknesses of their arguments. The day ended with employers suggesting their own solutions and asking students to comment.*

## **11. Opportunities for professional development**

36. The lack of professional development for enterprise education hindered progress in a substantial number of schools. Shortcomings are at the two levels outlined in Sections 1 and 2, above: first, there is a lack of support for the strategic management of enterprise education; second, there are weaknesses in the support for pedagogy and classroom practice.
37. This is in contrast to the situation in the successful schools, particularly in specialist business and enterprise schools and in some of the enterprise pathfinders, where very considerable expertise has been built up. These schools encourage teachers to experiment and take risks in their teaching and do not blame them if things go wrong.
38. Such good practice is now being disseminated through pathfinder cluster arrangements and the specialist schools' network. However, with the national roll-out of enterprise education, there is a need to strengthen professional development and the dissemination of good practice by drawing on the expertise of schools, university initial teacher training departments, the professional subject associations and other agencies.

## **12. Effective assessment and monitoring of progress**

39. Monitoring of students' progress and assessment were identified as weaknesses in *Learning to be enterprising* and, despite some progress, they continue to be underdeveloped in many schools. This is unsurprising, given the lack of clarity in learning outcomes already identified in this report, but there are some emerging examples of good practice.
40. Several of the schools in the sample have established log books for students to record their experience of enterprise, sometimes as part of a wider record for work-related learning. The best of these focused on a few key outcomes and asked students to provide evidence of achieving them. For example, students might be asked to provide evidence of taking responsibility for an aspect of a project, devising a business plan and making a presentation to an unknown audience. Some schools have



developed electronic versions of logbooks that provide a series of prompts and enable students to rapidly update the record of their experiences.

41. Where schools have assessment systems in place they generally rely mainly on student self-assessment. Self-assessment is clearly of value in helping students understand what they are trying to achieve. However, many self-assessment schemes focus almost entirely on the development of general social skills with too little attention being given to the development of specific enterprise skills, understanding and attributes. In addition, students are often unclear about the criteria for deciding whether or not they had achieved a particular objective, and there is no teacher moderation of their assessments.
42. Only a few of the schools use systems other than self-assessment. One explanation for this is the difficulty in assessing enterprise skills effectively other than through direct observation. This takes time and requires assessors to have particular skills in observation and recording. The assessment of enterprise knowledge and understanding is also underdeveloped in most schools. Very few schools use any form of testing or assessed written work. Given the current burden of written assessment felt by many students and teachers, there is an understandable reluctance to introduce more testing. However, where written testing and assessment are used, they prove valuable in providing at least some measure of how effective learning had been. The use of pre- and post-testing is very rare indeed but is essential if progress is to be properly measured.

*Students in one school were given a very quick test before a course on enterprise to find out what they understood by terms and concepts such as entrepreneur, profit and market. This helped establish a baseline. At the end of the course, the same test was applied in order to measure progress and evaluate how effective teaching and learning had been. The written responses from students were also used by teachers as a basis for discussion about different levels of understanding and how progress might be measured.*

43. Other approaches to assessment include asking students to comment on a series of video clips of different business issues, the use of objective test questions and evaluation of students' understanding and skills through their presentation of ideas to an audience.
44. Schools are generally aware of the need to develop more effective systems for assessing students' progress in enterprise education and would welcome more guidance and sharing of good practice. This needs to start with clearer definition of learning outcomes and identification of different levels of competence. There is currently a lack of research evidence on what constitutes progress in enterprise education and how it might be assessed to inform such developments.

## Conclusion

45. The schools in this survey were not a representative sample; they were selected because they were already involved in enterprise initiatives or were known for their good practice.
46. Much has been done to raise schools' awareness of enterprise education, but great uncertainty remains about how it should be implemented for all students, the expected learning outcomes and how it should be assessed. This is particularly true of schools that have not been involved in the pathfinders or are not part of the specialist business and enterprise schools' network. Schools will continue to need guidance and support if the impact of additional funding for enterprise education is to be maximised. *Learning to be enterprising* reported that much remains to be done if enterprise education is to be firmly embedded in the curriculum and, although there is evidence of progress, this remains the case. The additional funding for schools, received in September 2005, should provide new impetus. This report, by identifying the key factors for success and citing examples of good practice, seeks to provide guidance and advice for schools and other stakeholders to support the national roll out of enterprise education for all students.

## Annex

### Definition of enterprise learning

1. The definition used by Ofsted in *Learning to be enterprising* is based on the Howard Davies review.<sup>8</sup> There, enterprise capability is defined as:  
*'...the ability to handle uncertainty and respond positively to change, to create and implement new ideas and new ways of doing things, to make reasonable risk/reward assessments and act upon them in a variety of contexts, both personal and work.'*
2. Such capability involves the development of knowledge and understanding of relevant concepts such as organisation, innovation, risk and change.
3. Enterprise learning requires an environment where pupils are expected to take personal responsibility for their own actions. They are given significant autonomy to tackle relevant problems or issues, which involves an element of risk as well as reward for their successful resolution. In other words, there is considerable uncertainty about final outcomes. Such an environment might be the school, local community or business. Within these contexts, learning can be promoted by engaging pupils in an enterprise process or approach, which is akin to project working in a work-based context. Typically, the process involves four sequential stages:
  - **Stage 1.** Tackling a problem or identifying a need, by a team or groups of pupils, which requires the generation and development of ideas and discussion among pupils to reach a common understanding of what is required to resolve the problem or meet the need. For example, such activity could involve the manufacture of a product or provision of a service.
  - **Stage 2.** Planning the project or activity: breaking down tasks, organising resources, deploying team members, and allocating responsibilities.
  - **Stage 3.** Implementing the plan: solving problems, monitoring, evaluating and reviewing progress.
  - **Stage 4.** Evaluating processes, activities and final outcomes holistically: includes reflecting on lessons learned, and assessing the skills, attitudes, qualities and understanding acquired as a result of the process.

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<sup>8</sup> *A review of enterprise and the economy in education*, HMSO, 2002.