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Ms J Frost
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Dear Ms Frost

Ofsted survey inspection programme: evaluation of Rotherham Ready enterprise initiative

I would like to thank you and your colleagues for your hospitality and help during our evaluation of the Rotherham Ready enterprise initiative which took place during 16-20 June.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text without their consent. The individual letters to the schools and college, summarising the strengths and areas for development we identified in our visits, will be published on the Ofsted website once they have been agreed with the institutions.

The evaluation included: discussions with yourself and other Rotherham Ready staff, meetings with headteachers and 'enterprise champions' and visits to five primary schools, one special school, two secondary schools and one college of further education. The institutions visited were identified by the initiative as ones where we might be expected to find good practice.

The evaluation identified the following strengths and areas for development.

Strengths of the Rotherham Ready initiative

- It is aimed at developing enterprise education for all learners in Rotherham aged 4-19. It places strong emphasis on involving all students, including those with learning difficulties and/or disabilities.
- It is seen as a key influence in developing a more enterprising culture in Rotherham and is strongly supported by the Borough's school

improvement service, the Council, The local MP, the Regional Development Authority and the local business community. It has successfully involved the great majority of schools and colleges in the Borough and has high status within Rotherham and beyond.

- The initiative has been successful in inspiring headteachers and teachers to get involved in enterprise education and in maintaining momentum in developing it in their schools and colleges. The initiative provides effective leadership by setting clear overall direction. At the same time, it is seen by schools and colleges as being responsive to their needs and not dictating what they should do.
- A common understanding of enterprise education is being developed by teachers and students based on the Rotherham Ready 'Big 13' enterprise capabilities. Enterprise education is interpreted as developing a broad range of skills for employment and adult life and not simply as students undertaking 'make and sell' activities. It also includes a strong emphasis on understanding the ethical, environmental and social implications of economic activity.
- Enterprise education is seen as being integral to improving teaching and learning and raising achievement and is not seen as something 'bolted on' to the curriculum. There is a general realisation that developing enterprising learners also requires enterprising teaching.
- Examples of good and outstanding practice were seen in the sample of institutions visited. We 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. Individual published letters to the schools and college visited provide details of the good practice identified.
- High quality professional development, underpinned by good resources and support in schools have helped inspire teachers, develop a common understanding of enterprise and promote appropriate teaching and learning styles.
- Teachers have good opportunities for networking and sharing ideas and resources.
- Establishing 'enterprise champions' in 75 schools and colleges provides internal and external points of reference for developments, aids the sharing of good practice and helps keep enterprise education on the agenda when there are many other pressures on the curriculum.
- The effective partnership with Warwick Centre for Education and Industry (CEI) provides support and challenge for developments. The

Warwick CEI award for enterprise is valued by schools and colleges and provides an externally validated benchmark of their provision.

- The partnership with Sheffield Hallam University to develop an MA, undergraduate work and initial teacher education in enterprise education has provided good opportunities for teachers and trainees.
- The student enterprise scrapbooks and enterprise capabilities 'wheel' provide a good basis for collecting evidence on progress and offer potential for a more rigorous assessment of achievement.

Areas for development

- Identifying clear learning outcomes for the enterprise capabilities including the evidence that is needed to demonstrate learners are making progress in achieving them.
- Monitoring the impact of the initiative in terms of the benefits for students, for example, in terms of progress in achieving the enterprise capabilities, better performance in national tests and examinations, improving attendance, reducing the number of 16-19 year olds not in education, employment or training, increasingly positive views of businesses about the employability of young people and increasing numbers of young people becoming successfully self-employed.
- In schools and colleges, improving the assessment and recording of the progress students are making in developing their enterprise capabilities, for example, through better questioning by teachers, more effective debriefing after enterprise events and activities and by aligning self, peer, teacher and external evaluations.
- Improving the liaison between the different phases of education to ensure progression and continuity in students' enterprise learning.

I hope these observations are helpful to helping the initiative to make further progress.

As agreed, a copy of this letter will be sent to your local authority and Local Learning and Skills Council and will be made available to Ofsted personnel.

Yours sincerely

David Butler
Her Majesty's Inspector