

# Using enterprise culture to raise school improvement: Herringthorpe Infant School

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**URN:** 106851

**Region:** North East, Yorkshire and Humber

**Remit:** Schools

## Provider background

Herringthorpe Infant School is an 'Enterprise champion school' in Rotherham. The school is the only infant school in England to hold a Warwick Centre for Education and Industry Specialism Award for Entrepreneurship.

## Brief description

This good practice example shows how Herringthorpe Infant School has used enterprise through its curriculum. The headteacher says, 'working in this structured and entrepreneurial manner, it has supported a transformation of teaching and learning.'

## The good practice in detail

At Herringthorpe Infant School's latest [inspection in January 2014](#), inspectors noted:

'Leaders ensure that a broad and rich range of activities are provided to enhance the subjects that are being taught in lessons... These opportunities give pupils a very memorable experience of school life.'

Since 2006, the school has been part of the [Rotherham Ready](#) initiative. This project works with schools across the borough to help pupils develop the 'Rotherham 13' set of enterprise skills:

- [teamwork](#)
- [risk management](#)
- [negotiating and influencing](#)

- effective communication
- creativity and innovation
- positive attitude
- initiative
- organising and planning
- decision making, problem solving & identifying opportunities
- leadership
- making decisions – ethical and economic
- financial literacy
- product and service design.

The school's policy is that every child experiences an enterprise activity every term, such as the 'Ugly bug ball' project in Year 2.

## The 'Ugly bug ball'

Headteacher Lynne Pepper sets out a key feature of the curriculum that is non-negotiable: that all staff must run design and technology (DT) learning through the context and lens of a business.

For each DT project, children work in groups, establish themselves as a company, with a name, logo and appropriate job roles, and respond to a design brief, including working to a budget, set out by the 'client'. Through this learning, children are exposed to the real-life world of work in the area of interest and learn about industry areas and associated job roles as a means to supporting the school's mission to raise aspirations.



In the case of the Ugly Bug Ball, learning was closely linked to the book 'Charlie the Caterpillar' and pupils followed the above process, having received a design brief from Charlie, to make appropriate outfits for all of his friends. Children created companies, designed outfits, made prototypes and also had the opportunity to work with a local Young Entrepreneur, who supported their learning by assisting with budgeting, design plans and introducing her role as a local shop owner who sold custom clothing.

The result of the activity was that all designs and prototype outfits were 'judged' by staff in school and the Young Entrepreneur before a winner was chosen. The winning company was allowed to make their outfit to real-life size.

## The outcomes

Pupils consistently make outstanding progress. This is reflected in their consistently above-average attainment in writing and in mathematics over several years. The school believes that its enterprising curriculum contributes strongly to these narrow outcomes.

More widely, by developing enterprising skills, leaders believe that they are raising pupils' aspirations. As a result, pupils' attitudes to learning are excellent.

From an early age, pupils develop a broad range of skills for employment and adult life. Alongside this, they develop an understanding of the ethical, environmental and social implications of economic activity.

## The 'Ugly bug ball' challenge

This work is linked to the book 'Charlie the Caterpillar'.

The children receive the following brief:

'Charlie the Caterpillar has organised an 'Ugly bug ball' for all his friends! He is looking for a company that could design and make suitable party outfits for all his friends to wear.

Your company needs to design and create a magnificent outfit that could be worn at an ugly bug ball!

You need to make sure that the outfit:

- has a mini beast theme
- has secure joining techniques
- is attractive so people (and mini beasts!) will want to wear it
- is within the £1 budget.

Your company will need to pitch your design explaining how you have met the design brief and why your design is the best!

Good luck!'

Each company is given a pack containing the:

- design brief
- price list
- shopping list
- design sheet
- company name card
- company logo sheet
- job badges.

### 'Ugly bug ball' sessions

- Session 1: Set up companies. Discuss real-life design companies and names. Children to create a company name and logo. The children might also want to think of a strapline.
- Session 2: Introduce the jobs within the company (for example designer, sales and marketing, accountant) and discuss what skills these roles require. Children then apply for the job that they feel would suit them best. Some children may prefer to prepare for an interview rather than write a letter.
- Session 3: Introduce the design brief and give time for the children to discuss their initial ideas.
- Session 4: Skills session – how to create and use a pattern.
- Session 5: Companies to design and cost up their outfit design.
- Session 6: Buy items/resources from the shop that has been set up in the classroom.
- Session 7: Companies to begin to make their outfits.
- Session 8: Each company to reflect on their outfits, thinking carefully about the skills they have been using and how they could improve their designs further.
- Session 9: Companies to pitch their designs, explaining why their design meets the brief.

The [planning document](#) shows an example of the school's planning, illustrating how this project fits into the wider curriculum.

The good practice case studies that Ofsted publishes highlight specific examples of practice that providers of education, learning and children's services have used to achieve successful outcomes.

For education, the case studies do not recommend a single particular approach to teaching and learning. Ofsted has no preferred lesson structure or teaching style. We showcase and share a wide range of approaches that providers have found work well for them in achieving good outcomes for children, young people and learners.

Are you thinking of putting these ideas into practice; or already doing something similar that could help other providers; or just interested? We'd welcome your views and ideas. Complete our survey [here](#).

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