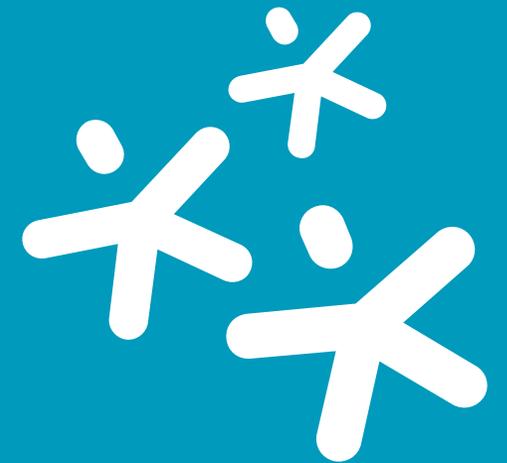


Strengthening the Enterprise Pipeline



A new 'Personal Development' judgement

- This judgement focuses on the dimensions of the personal development of pupils that our education system has agreed, either by consensus or statute, are the most significant. This includes:
 - providing an effective careers programme in line with the government's statutory guidance on careers advice that offers pupils:
 - unbiased careers advice
 - experience of work, and
 - contact with employers to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire.

Grade Descriptor for Good

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.

- In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.
- In order for personal development to be judged outstanding, it must meet all of the good criteria securely and consistently, and it must also meet the additional outstanding criteria.

Outstanding

- The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
- There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.
- The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
- The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

2016 report – Getting Ready For Work



What we found 1/2

- The extent to which schools used their curriculum to prepare pupils for the world of work was largely dependent on whether school leaders considered it to be a priority.
- Even where schools were delivering enterprise education, it was often unclear whether this was having any impact on pupils' knowledge, understanding and skills.
- Opportunities for pupils to take part in meaningful work-related learning or work experience were limited at key stage 4.

What we found 2/2

- Business involvement in some of the schools visited relied too heavily on the personal networks of teachers and parents, potentially resulting in disadvantaged pupils missing out.
- A lack of coordination across local areas has created an environment for schools and businesses that business leaders described as 'chaotic'.
- Schools appear to be more likely to promote apprenticeships than in recent years, but parents and pupils are concerned about the quality and reputation of apprenticeships.
- Previous Ofsted national reports have identified good, age-appropriate enterprise education in primary schools. However, few of the 40 secondary schools visited by inspectors for this survey were building effectively on that strong foundation.

We recommended that secondary schools should:



- ensure that there is a coherent programme to develop enterprise education, including the economic and business knowledge, understanding and skills of all pupils
- develop stronger links with business by using local networks provided by, for example, the chambers of commerce and LEAs, and set clear objectives for the intended outcomes of these partnerships
- make the most effective use of the expertise of their specialist teachers in delivering these programmes and ensure that all teachers involved in delivery have access to appropriate professional development
- ensure that these programmes have effective mechanisms for monitoring and assessing progress in relation to developing knowledge, understanding and skills.

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