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Assessment driving excellent progress in enterprise: The Burgate School and Sixth Form Centre

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Brief description

Students' self-assessment, combined with effective systems which enable them to track their own progress, underpin their strong progress in enterprise at The Burgate School and Sixth Form Centre. Students track the development of their enterprise skills through a dedicated course at Key Stage 3, and set and review their targets for improvement. Their financial capability and economic awareness are further developed through explicit strands of the curriculum for personal, social, health and citizenship education (PSHE), and, at Key Stage 4, a personal economics course for all.

Overview – the school's message



'Economics, business studies and enterprise are thriving subjects; they are regarded as the benchmark for innovative teaching in a modern environment with staff who fully embrace the importance of structured assessment for learning. We first introduced vocational subjects in 2004 in response to applied GCSE and A-level curriculum developments. Business studies in particular was originally delivered in a traditional way, with little practical application, except for some experience in the workplace.

Deep questioning, excellent scaffolding of learning and, above all, the persistence of teachers in tracking progress and setting targets with action points to which students respond in detail, have resulted in consistently better than expected progress.'

David Pover, headteacher

The good practice in detail

In this case study, teachers share their approaches in using assessment, tracking and monitoring of progress to support the development of students' enterprise skills, economic understanding, and financial capability. This article is linked to a [further Good Practice case study](#) on teaching and assessment to develop higher order skills in business studies and economics at the school. Both case studies are supported by a wealth of materials provided by the school.

Background

A team of three new business studies staff joined the school in 2007, at a time when business and enterprise education gained a much higher profile. A dedicated programme for all students at Key Stage 3 was introduced together with a more structured approach from Key Stage 3, to GCSE and on into the sixth form, and clear learning progression from one phase to the next. Provision is enriched by opportunities for students to apply their skills in real-life scenarios, which has motivated students and contributed to improvements in results year on year. The team's work has been used to lead training and development across the school, including [whole-staff training](#).

The emphasis on continuous improvement has produced excellent progress in the development of students' enterprise skills and their economic and business understanding, as detailed after the recent [Ofsted economics, business and enterprise survey visit](#).

Impact on the school's curriculum

Enterprise education and the development of students' economic understanding has a prominent position in the school's curriculum. Assessment and tracking systems are at the heart of assuring the quality of these programmes, which are delivered in a number of forms:

- **Whole-school enterprise at Key Stage 3:** operates as part of the design and technology rotation of subjects, enabling all students to get around 15 hours a year of enterprise modules.
- **Whole-school personal, social, health and citizenship education known as 'Every Burgate Child Matters':** delivered and monitored by tutors and year teams, with clear strands of economic wellbeing and financial capability.
- **Personal Economics GCSE for students at Key Stage 4:** as part of the PPE programme. Students in Year 10 as of September 2012 will be embarking on the Personal Economics GCSE course with the aim to complete in Year 11.
- **Extra-curricular activities and activities weeks:** offer students the opportunity to apply enterprise skills in a variety of contexts, for example in running an 'enterprise café', and entering the Coca Cola Real Business Challenge competition to design and market a sustainable soft drink.
- **Optional courses in business studies and economics:** see linked case study.



Enterprise at Key Stage 3

Provision for enterprise at Key Stage 3 is unusually rich as illustrated by the schemes of work:

- Year 7 scheme of work
- Year 8 scheme of work
- Year 9 scheme of work



Karen Williams, Head of Vocational Studies and teacher of business studies

Students value the skills they develop during the programme. One student said that her 'leadership and financial management skills had developed strongly', and that the programme had 'helped me with confidence for interviews'. The development of skills is tracked by the students themselves, who identify how these skills develop across the programme using their [Key Stage 3 Enterprise Tracker](#). Students record their targets for improvement in enterprise on a [separate target sheet](#), where they and their teachers can also track when targets have been achieved.

Whole-school personal, social, health and citizenship education: 'Every Burgate Child Matters'

Led by assistant headteacher Paddy Padfield, quality assurance of this programme is centred on a clear framework, setting out the key learning for each year group under each 'Every Child Matters' strand, including that for economic wellbeing. The programme is planned to ensure progressive development of economic understanding and to be relevant to the ages of the students. Within the 'Every Burgate Child Matters' [framework](#), tutors plan and share their own approaches. Quality is periodically reviewed through audits and [interim audits](#) of provision involving Paddy and the year teams.

The school's background

[The Burgate School and Sixth Form Centre](#) serves the town of Fordingbridge in the New Forest and the surrounding area. It is an average-sized secondary school of around 1000 students. The sixth form is large in proportion to the rest of the school, comprising almost a third of all students. The school has held specialist status in humanities since September 2009 and became an academy in May 2011.



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. Get in touch [here](#).

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