

Quality Indicators in Enterprise in Education

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How **good** is our **school**?

Quality Indicators in Enterprise in Education

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FOREWORD

Scottish schools have a long and honourable tradition, and a successful track record, of producing young people who go on to excel in their chosen fields. We can all list names of famous Scots pioneers, and the enterprise they have shown in fields as diverse as architecture, medicine and engineering. Similarly we have much to be proud of in the reputation we have built up in recent years, at home and internationally, for the work schools and partner businesses have done to advance practice in education for work, increasingly with a focus on enterprise in education.



It is highly likely that enterprise in education will turn out to be a central dimension for schools at the start of this millennium. The attributes of an effective experience of enterprise in education are altogether too persuasive – whether argued on grounds of economic investment or educational value – to be resisted. It is in everyone's interest to ensure that our young people enjoy the best possible introduction to, and experience of, such powerful ideas as enterprise and social entrepreneurship. These are ideas whose potential has yet to be fully realised by our schools, education authorities and other stakeholders.

This guide is an important contribution to that effort, of making the best possible experience available to all young people in Scotland. The process of self-evaluation, using quality indicators, has had a significantly positive impact on the quality of provision in many Scottish schools. It is highly appropriate that the best of practice in evaluation, available through HMIE and from other sources, is brought into play for enterprise in education.

Graham Donaldson
Her Majesty's Senior Chief Inspector

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INTRODUCTION

This guide has been prepared to support planning for improvement in enterprise in education. It has been designed for use by classroom teachers, school managers and staff from a wide range of agencies involved in enterprise in education, reflecting the increasing emphasis on multi-agency approaches and integrated strategies to meet pupils' needs.

*Determined to Succeed*¹ identified enterprise in education as evolving from what had previously become known in Scottish schools as 'education for work and enterprise'. *Determined to Succeed* gave the clear signal that enterprise had to be given much higher prominence in Scottish schools, as an approach which had proven worth educationally and which had a vital part to play in promoting a more entrepreneurial national culture in Scotland. Successful schools had confirmed that effective programmes of enterprise in education were integral to their core business of meeting the needs of all pupils, including those with additional support needs.

The Scottish Executive, in its response to *Determined to Succeed*, undertook to:

... approach HMIE to review existing indicators relating to Enterprise in Education and ask that they make any necessary changes to reflect the other recommendations in this report, as a resource for schools' self-evaluation and external audits. We will also ask HMIE to consider how revised indicators might best be disseminated and promoted.

This guide is HMIE's response to that request. It builds on the advice and approaches in *How good is our school at education industry links?* (Scottish CCC/SOEID/HMIE 1997); *How good is our school?* (2002 version) and subsequent improvements in our understanding of effective self-evaluation. Whilst the guide has been designed to be free-standing, it will be helpful for teachers and others using it to have had some experience of evaluation using quality indicators, for example through appropriate staff development, based on *How good is our school?* or through involvement in other school audit activities.

The guide recognises and underlines the importance of enterprise in education as playing a key part in the education of all young people. It provides a route for schools to plan for improvement and report on standards and quality in a key area of national policy. Schools' evaluations of the quality of their programmes in enterprise in education will be of interest to a wide range of audiences including parents and carers, as well as education authorities, school managers and teachers. Improvement plans and reports covering standards and quality for enterprise in education will also form important

¹ *Determined to Succeed: A Review of Enterprise in Education*, Scottish Executive, 2002.

evidence for external evaluations, including inspections by HMIE, particularly in terms of pupils' achievements. Effective programmes in enterprise in education make a vital contribution to all five of the National Priorities, a further aspect of key interest in schools' inspections.

Seven quality indicators have been selected from the 33 in *How good is our school?* as capturing the essential features of programmes for enterprise in education. These quality indicators help schools answer the question: are we an enterprising school? Questions have been provided to support evaluations, related to illustrations of very good performance. These guiding questions focus on essential features of high quality provision in the specific context of enterprise in education. Finally, a worked example of each quality indicator provides illustrations of effective practice. Users do, of course, have access to the full range of quality indicators in *How good is our school?* (2002 version) if they wish.² The seven selected quality indicators correlate closely with those areas of a school's work which are the focus of inspections by HMIE. Evidence gathered by schools for evaluations of these key quality indicators will therefore be relevant to inspections.

What is enterprise in education?

The concept of enterprise in education is complex and continues to evolve. Understanding of its diversity and influence will continue to grow and become clearer. Enterprise in education accords explicit priority to enterprise and entrepreneurship, but underpins these with learning across the curriculum, in the core skills and employability skills, career education and aspects of personal and social development. Whilst enterprise in education relates most obviously to themes of education for work, it also chimes with other priority areas for Scottish schools, for example, citizenship. However, enterprise in education is as much about approaches to learning and teaching as it is about specific topics. That is not to suggest that all good learning and teaching necessarily derives from enterprise in education. Rather, it is based on the view that effective approaches to learning and teaching will make a direct contribution to pupils' experience of enterprise in education. Enterprise in education provides 'real life' contexts for teaching and learning. It also increases the personal relevance of schooling by developing understanding and experience of roles which the individual may play in the future.

The HMIE report *Education for Work in Schools*³ suggested in 2000, for the first time, the expectation that every pupil should experience enterprise activities within the context of a broad programme of education for work and enterprise. That full 'entitlement', which drew from good practice identified across a range of Scottish primary, secondary and special schools, was as follows.

² www.hmie.gov.uk

³ *Education for Work in Schools – A report by HM Inspectors of Schools, Scottish Executive, 2000.*

- Enterprise activities
- Work experience
- Career education
- Core skills
- Personal and social development
- Relevant content in different areas and subjects of the curriculum.

Determined to Succeed recognised the importance of such an ‘entitlement’, with a clear emphasis on enterprising content and approaches across the curriculum. The report defined enterprise in education as the opportunity for young people to:

- develop enterprising attitudes and skills through learning and teaching across the whole curriculum;
- experience and develop understanding of the world of work in all its diversity, including entrepreneurial activity and self-employment;
- participate fully in enterprise activities, including those which are explicitly entrepreneurial in nature, and in which success is the result of ‘hands-on’ participation; and
- enjoy appropriately focused career education.

These complementary definitions represent recent and current thinking on what constitutes enterprise in education, but will themselves be subject to clarification, review and evolution. Whatever definition is applied, it is clear that enterprise in education includes aspects which are creative, dynamic and subject to innovation. Equally, enterprise in education includes precisely definable and measurable educational objectives, such as the core skills, and the knowledge and understanding associated with career education. Both the creative and functional features are essential parts of the whole.

That combination of the creative and functional presents a challenge for those who seek to evaluate the effectiveness of programmes and the impact on pupils’ attainments of enterprise in education. This guide aims to provide a resource which schools and others will find immediately useful but which is also responsive to change, encourages innovation and is open to evolution as practice improves. The definition of what is meant by enterprise in education is likely to develop and expand over future years and it is important that this guide provides for, encourages and supports that development.

Enterprise in education and the National Priorities

Enterprise in education makes important contributions towards meeting the National Priorities in school education. These contributions can be summarised as follows.

1. To raise standards of education for all in schools.	Enterprise in education can play a crucial role in improving the quality of pupils' achievements in a range of enterprise contexts. It can raise the aspirations, motivation and attainment of pupils of all abilities and interests.
2. To establish effective teaching and learning environments.	Enterprise in education has built a strong reputation for its capacity to enhance the quality of teaching and learning. Activities and approaches which have emphasised real life contexts are widely accepted as positive influences. Teachers and managers who have taken part in relevant programmes of staff development, including those involving contacts with business, have evaluated these experiences positively.
3. To promote equality and help every pupil benefit from education.	Enterprise in education provides benefits for pupils of all abilities and aspirations. Success in the outcomes of enterprise in education results in pupils who are better informed and have more positive attitudes and better skills for life beyond school. Successful programmes meet the needs of higher achieving pupils, as well as those with additional needs in terms of learning difficulties or challenging behaviour, or those at risk of exclusion.
4. To work with others to teach pupils respect and the duties and responsibilities of citizenship.	Enterprise in education has strong links with citizenship. Both involve close partnerships between schools, parents and the wider community. Both require the active involvement of young people in decisions affecting their education. Both aim to develop positive, 'can-do' attitudes within a framework of mutual respect and responsibility.
5. To equip pupils with the skills, attitudes and expectations necessary to prosper in a changing society.	Programmes in enterprise in education develop attitudes, skills, knowledge and understanding which are valued by society. They promote in pupils the idea of 'be all you can be' and the importance of having goals and ambitions. They encourage positive attitudes to teamwork, and to the value of lifelong learning.

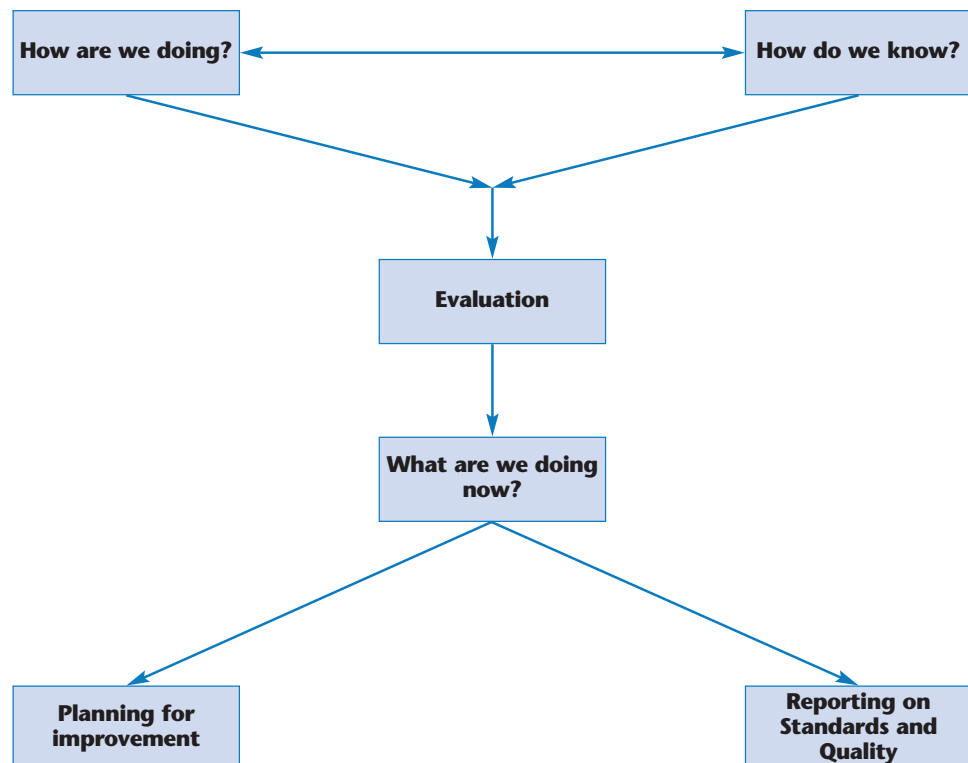
Self-evaluation in practice

Part 2 of *How good is our school?* provides advice on practical approaches to self-evaluation.

This guide:

- asks key questions derived from illustrations within the quality indicators chosen;
- looks at how you might collect evidence from more than one source in order to provide a robust basis for your evaluations; and
- encourages you to weigh up the strengths and areas of improvement in what you observe, in order to come to an overall evaluation of the quality of provision in your school.

You can then use the results of the evaluation and the evidence to plan for improvement and to report on the standards and quality of what you have found.



How are you going to find the evidence?⁴

There are a number of sources of evidence. The most important thing is to use more than one source, and to make sure that you focus on the key measurable and observable outcomes for young people, both in terms of their experience and their achievements. Try to seek the views of a range of people – pupils, people working in partner agencies, employers and staff in further and higher education. Look at documentation, but essentially only where it adds significant value.

Ask people what they think, for example through:

- individual interviews or group discussions about enterprise activities with pupils, parents and carers and staff
- working parties
- discussions with careers advisers and other partners
- surveys and questionnaires
- consultations with external organisations and agencies involved with the school.

Engage in direct observation, for example:

- shadow classes, groups and individuals
- observe lessons and activities
- watch groups of pupils working together
- listen to discussions and debates
- observe use of the careers library/resource centre.

Analyse measurable outcomes, for example:

- progress as measured by the school's own measures of attainment
- National Qualifications, for example awards in relevant units and courses
- attendance at school or college courses or at work placements
- staying-on rates
- numbers completing units and courses
- trends in the proportion of pupils entering employment or further education and training.

Look at documentation and resources, for example:

- pupils' classwork, assignments and folios
- ongoing records and profiles of pupils' progress and skills
- written feedback to pupils
- pupils' diaries and log books
- programmes of study
- tracking of enterprise activities across the curriculum
- teachers' forward plans
- resources and course materials used across the ability range
- personal learning plans
- development/improvement plans and reports on progress
- policies and guidelines for enterprise in education
- minutes of meetings
- service level agreements with Careers Scotland
- pupil and employer reports on work placements
- careers library/resource centre catalogues.

⁴ Adapted from page 16 of *How good is our school?*

Evidence from these sources can then be used to arrive at a view of the achievements of pupils, and help provide an overall evaluation of the school's effectiveness in promoting enterprise in education.

The following provides a helpful basis for summarising the evidence considered for evaluating each of the seven quality indicators, chosen from *How good is our school?*, as most likely to be of use for enterprise in education.

Note down the sources of evidence on which you are basing your evaluation in the boxes below.

↓

People consulted:

↓

Documentation and resources reviewed:

↓

Direct observation undertaken:

↓

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Fill in your record of the strengths and areas for improvement for each of the main key questions using the grids below.



Key question	Quality indicator	Overall evaluation
To what extent do programmes and courses provide a rich experience in enterprise in education for all pupils?	1.2	
How good is pupils' performance, attainment and achievement in the attitudes, skills and knowledge of enterprise in education?	2.1	
How good is pupils' quality of experience in enterprise in education, across the range of different contributions?	3.3	
To what extent does enterprise in education meet the needs of the full range of pupils?	3.4	
How well do approaches to personal and social development support enterprise in education?	4.2	
How good is the school at helping pupils to learn about different types of jobs and work, and providing curricular and vocational guidance?	4.3	
To what extent is the school's improvement planning based on effective self-evaluation and focused on improving pupils' experience and achievements in enterprise in education?	7.3	

Go back over the *areas for improvement* you have identified.



Decide which are your *priorities* for development.



Identify *criteria for success* by which to judge progress after you have taken action.



These priorities for promoting enterprise in education can now be included in your development plan.

The quality indicator levels

The quality indicators are based on four levels of performance.⁵

Very good

- major strengths
- a high, but achievable, standard of provision
- the very few weaknesses, if there are any, do not diminish pupils' experience
- schools may not need to plan any improvements but if there are opportunities to make any, they should do so.

The illustrations and questions in this guide relate to the quality of provision or outcomes which would be evaluated as very good (level 4).

Good

- a number of strengths, but one or more weaknesses
- weaknesses do not reduce the overall quality of pupils' experiences significantly, but may reduce the quality of individual aspects
- reflects a productive experience, but one that may not provide consistent challenge for pupils.

Fair

- weaknesses that are important enough to have an impact on the quality of pupils' experiences
- a single weakness that is important enough, may be sufficient to make the quality fair, despite several strengths
- Issues evaluated as fair must become priorities for improvement.

Unsatisfactory

- major weaknesses in provision
- requires immediate remedial action
- pupils' experience is at risk in significant respects
- improvement requires strategic action.

⁵ Based on *How good is our school?*, page 7.

Courses and programmes in enterprise in education

The concepts of 'course' and 'programme' need careful consideration in the context of enterprise in education.

A 'course' can be defined as one specific contribution to a programme in enterprise in education. Some examples are: Enterprising Infants project; Mini-enterprise project at P7; Young Enterprise Scotland's business skills programme; BusinessDynamics courses; 'Make it in Scotland' roadshows; Standard Grade social and vocational skills; or specific relevant NQ units or awards.

A 'programme' in enterprise in education will bring together individual contributions or courses in a planned, progressive and coherent way. These contributions will include explicit enterprise and entrepreneurial activities, at all stages from early years through P1 to P7 and on to senior stages of secondary, in line with national policy expectations. Programmes will also include, for example, significant contributions from: career education; core skills and employability skills development; relevant content from curriculum areas and subjects; and key aspects of personal and social development and work experience.

All of these contributions need to be appropriate to the age and stage of development of the pupils. For example, career education for a pupil at P1–P3 has quite different purposes and activities from that for, say, a pupil in S5/S6. The breadth of possible contributions reflects and emphasises the important role of all teachers in delivering enterprise in education.

The relevant quality indicator is:

1.2 Courses and programmes

This quality indicator is concerned with the following themes:

- breadth, balance and choice
- integration, continuity and progression
- support and guidance for teachers.

1.2 Courses and programmes

Illustration of very good performance	Questions to ask
<p>Courses or programmes have breadth and balance between the various elements. They give full consideration to national and local guidelines, and are fully in keeping with the school's aims. There are appropriate opportunities for pupil choice. Programmes contribute to a continuing interest in learning and self-development.</p> <p>The various elements of the courses or programmes are planned and taught in an appropriate sequence to meet the range of needs, abilities and aspirations of pupils, and to promote progression and continuity in pupils' learning. Productive links are made with other curriculum areas or subjects.</p> <p>Teachers receive comprehensive and helpful guidance on courses and programmes or work, learning and teaching, support for pupils and assessment and recording.</p>	<ul style="list-style-type: none"> • How well are the guidelines and policy statements for enterprise in education known and used by staff? • Are all pupils included in the programme and having their full entitlement met? • Is there a planned, coherent programme at each stage, building appropriately on earlier stages, which develops pupils' awareness of enterprise and entrepreneurship, career development, work and lifelong learning? • Does the programme include an appropriate balance of specific 'courses' or activities, in combination with enterprising content and approaches to learning and teaching across the curriculum? • How is national guidance, such as framework documents issued by LT Scotland, used in evaluating programmes? • Is there a senior manager with a clear remit to support, manage and monitor the programme? • To what extent is regular productive contact maintained with the local authority quality improvement officer responsible for enterprise in education, Careers Scotland staff, entrepreneurs, employers, trades unions and staff in further and higher education? • What help do these other agencies give in delivering aspects of the curriculum and providing access to information and resources?

Attainment and achievement in enterprise in education

The concepts of attainment and achievement in enterprise in education need careful consideration. Their scope encompasses how well each young person is performing in the attitudes, skills and knowledge and understanding associated with enterprise in education. Clearly, certificated courses and programmes such as those for Standard Grade social and vocational skills, or National Units in vocational areas provide relevant data on pupils' attainment and achievement. However, it is equally true that pupils' attainments in a wide range of subjects and areas of the curriculum are relevant to enterprise in education. Obvious examples include 5-14 attainment data in reading, writing and mathematics, and similar data for Standard Grade and beyond. This data should not be regarded as outwith the scope of enterprise in education, even when there is no claim that the attainments are directly or fully attributable to enterprise in education activities.

The relevant quality indicator is:

2.1 Overall quality of attainment

This quality indicator is used to evaluate the overall quality of pupils' attainment, taking due consideration of:

- the school's progress in raising attainment
- pupils' progress in learning
- pupils' attainment in relation to national 5-14 levels and/or in national examinations
- evaluations across other related quality indicators.

2.1 Overall quality of attainment

Illustration of very good performance	Questions to ask
<p>Very good progress has been made towards raising attainment and/or maintaining very high standards of attainment.</p> <p>Almost all pupils make very good progress from their prior levels of attainment.</p> <p>Performance in terms of 5-14 levels of attainment and/or pupils' attainment in national examinations is consistently very strong across a range of aspects.</p> <p>When looking across the range of related quality indicators listed below* there is strong evidence that they have contributed very effectively to the achievement and/or maintenance of high standards of attainment.</p> <p>*1.2 Courses and programmes 3.2 The teaching process 3.3 Pupils' learning experiences 3.4 Meeting pupils' needs 3.5 Assessment as part of teaching 4.4 Monitoring progress and achievement 5.2 Expectations and promoting achievement</p>	<ul style="list-style-type: none"> • What evidence is there of progression in pupils' attitudes, skills, and knowledge and understanding in enterprise in education? • What progress are pupils making in learning about enterprise, career development, work, post-school education and lifelong learning? • What are young people's attainments in relevant areas including: <ul style="list-style-type: none"> – 5-14 aspects related to core skills, for example reading and writing in English language/communication, and mathematics including problem solving? – in the core skills, from SQA information? – specific relevant SQA courses (such as Standard Grade social and vocational skills) or National Units in enterprise, careers, work-related aspects and vocational programmes? • What evidence is there of pupils developing self-awareness and career action plans based on individual skills, interests and career aspirations? • How well have pupils achieved in awards and competitions, across the curriculum, that relate to the aims and purposes of enterprise in education? • What evidence is there that the quality of pupils' learning experiences has contributed to their achievements? (QI 3.3 below) • What evidence is there that pupils' needs are well met, enabling them to achieve highly?

Pupils' learning experiences in enterprise in education

The quality of pupils' learning experiences is the essence of enterprise in education. Primary, secondary and special schools with effective programmes have underlined the demonstrably positive effects which enterprise in education can have on the curriculum, on learning and teaching, on pupils' motivation and their appreciation of the relevance of the curriculum, and consequently on the quality of young people's learning experiences. Contexts in enterprise, entrepreneurship and career and work-related activities provide important opportunities for young people to play an active part in their own learning and experience responsibility for their own actions and decisions. Enterprise activities are particularly effective in encouraging pupils to think creatively, approach problems with determination and work closely with others to draw upon the benefits of team approaches.

The relevant quality indicator is:

3.3 Pupils' learning experiences

This quality indicator is concerned with the following themes:

- extent to which the learning environment stimulates and motivates pupils
- pace of learning
- personal responsibility for learning, independent thinking and active involvement in learning
- interaction with others.

3.3 Pupils' learning experiences

Illustration of very good performance	Questions to ask
<p>The learning environment is stimulating and challenging. Contexts reflect pupils' interests, previous experiences and future development. Pupils are motivated to work well and enthusiastically without close supervision.</p> <p>The pace of learning enables pupils to make good progress in their coursework.</p> <p>Pupils take responsibility for, and are active in, their own learning. Pupils frequently think for themselves and reflect on ideas, issues and experiences. They have a very good understanding of what they need to do to improve.</p> <p>Pupils work collaboratively in a variety of circumstances involving groups of differing composition and size.</p>	<ul style="list-style-type: none"> • What evidence is there that pupils' motivation has increased as a result of enterprise in education? • What evidence is there of increased levels of attendance, attainment and achievement? • What evidence is there of pupils' experience of enterprise in education promoting: <ul style="list-style-type: none"> – creative and enterprising attitudes? – independent research? – planning of their own activities and assessing their own progress? – decision making about their enterprise, career and work-related experiences? – the value of lifelong learning? – independence through activities such as starting and running business enterprises? • What opportunities do pupils have to investigate case studies and to work collaboratively with local entrepreneurs, businesses and other working people, and take responsibilities in group work and teams within and beyond the school? • What opportunities are there, across the range of subjects and curriculum areas, for pupils to learn from real-life contexts? • What opportunities are provided for pupils to learn about post-school education and lifelong learning?

Meeting pupils' needs in enterprise in education

The key issues for consideration relate to inclusion and entitlement. Enterprise in education is relevant to every young person in Scotland. Well-designed programmes have confirmed that enterprise in education can offer opportunities and experiences which meet the full range of needs of young people of all abilities, interests and aspirations. The breadth of scope of enterprise in education, reflected in the rich diversity evident in effective programmes, makes valuable experience available which is appropriate to the full spectrum of young people's needs including, importantly, additional support needs. For example, enterprise activities allow very wide scope for pupils' creativity, imagination and intellectual challenge. Effective career education provides comprehensive opportunities for all young people to reflect on their talents and interests, and align these with potential career routes and lifelong learning choices. Work experience and vocational programmes give young people scope to show their skills in a range of contexts not available in schools. Such wider opportunities promote achievement and meet needs, including the need to experience success, even where other approaches to the curriculum and learning and teaching are less effective.

The relevant quality indicator is:

3.4 Meeting pupils' needs

This quality indicator is concerned with the following themes:

- choice of tasks, activities and resources
- provision for pupils with differing abilities and aptitudes
- identification of learning needs.

3.4 Meeting pupils' needs

Illustration of very good performance	Questions to ask
<p>Tasks and activities are very well matched to the needs of individual pupils, a very good choice of resources is made, and learning and teaching approaches are such that pupils are helped to achieve their next steps in learning. Pupils contribute to setting their own learning targets. Productive links are made to other learning opportunities. Appropriate account is taken of pupils' linguistic and cultural background.</p> <p>Carefully judged provision is made for individuals or groups of pupils with differing abilities or aptitudes, ensuring that all are challenged at an appropriate level.</p> <p>Learning needs are systematically identified and barriers to learning are clearly addressed. Learning support and other specialist staff contribute effectively to meeting pupils' needs.</p>	<ul style="list-style-type: none"> • To what extent do tasks, activities and resources demonstrate that enterprise in education is for all pupils? • What opportunities are there for all pupils to work with local entrepreneurs, employers, staff from further and higher education and external agencies in and beyond the school? • What support mechanisms are in place to ensure that all pupils can participate meaningfully in all activities, for example enterprise activities, workplace and career convention visits and work experience? • How aware of the enterprise in education programme are support staff, including those providing specialist support for pupils' additional support needs, and what involvement do they have with it? • To what extent do activities provide sufficient structure for pupils with additional support needs including sufficient challenge for higher-attaining pupils? • What is the evidence of use of a range of approaches to learning styles and thinking skills? • How is the school using curriculum flexibility, and opportunities such as vocational contacts and programmes offered by providers outwith the school, to meet pupils' needs more closely?

Personal and social development in enterprise and education

Effective personal and social development underpins all other aspects of a young person's development and learning. Programmes in enterprise in education provide an important stimulus and opportunities and contexts for young people to extend and refine their personal and social skills, and to experience success in a wide range of settings. Enterprise in education brings young people into contact with adults other than teachers, for example in work experience, community projects and other enterprise activities, and 'raises the bar' in terms of the young people's awareness of appropriate attitudes and behaviour. Programmes in personal and social development can act as an integrating influence for the different parts of enterprise in education. For example, they enhance career education and personal review, target setting and planning. The constructive overlap with other key personal and social priorities such as citizenship underlines the value of enterprise in education.

The relevant quality indicator is:

4.2 Personal and social development

This quality indicator is concerned with the following themes:

- planned approaches to promoting personal and social development
- pupils' progress in developing positive attitudes and personal and social skills
- contribution of extra-curricular and other activities.

4.2 Personal and social development

Illustration of very good performance	Questions to ask
<p>The school uses a range of planned and inter-related approaches to developing pupils' personal and social skills. Teachers are committed to, and active in, promoting whole-school strategies. Common expectations of behaviour are applied consistently across the school. The school provides frequent and regular opportunities for pupils to be praised and for their achievements to be recognised and valued. There are planned opportunities for pupils to show care and consideration for others and to develop the skills of active citizenship. Personal and social skills are developed across all aspects of the curriculum. Planning of programmes and special focus activities ... is effective and provides for progression in the development of personal and social skills.</p> <p>Almost all pupils are making good progress towards the development of self-esteem, an awareness of personal safety and confidence in their own knowledge, skills and emerging values. They show independence of mind and co-operate well with others both socially and in school work. Their behaviour and social relations show genuine concern for and tolerance of others.</p> <p>Pupils are given opportunities and are encouraged to participate in a wide range of extra-curricular and other activities, for example, clubs, study support, membership of youth work organisations, volunteering, presentations to local community groups, residential experiences and activities relating to education industry links. Involvement in such activities supports the development of active citizenship.</p>	<ul style="list-style-type: none"> • What aspects of enterprise in education are evident in the programme for personal and social development? • How good are the opportunities for PSD deriving from the programme in enterprise in education? • To what extent do pupils show good personal skills in the contexts of enterprise in education? • How good are pupils at co-operating with others including peers and adults such as entrepreneurs, and a wide range of employers, community leaders and post-school educators, within and beyond the school? • How aware are pupils of social issues and responsibilities, and economic themes such as factors relating to local, national and global labour markets? • What opportunities do pupils have: <ul style="list-style-type: none"> – to participate in extra-curricular activities which develop core skills? – for direct feedback, for example, from business people conducting mock interviews?

Curricular and vocational guidance in enterprise in education

Career and vocational guidance is perhaps one of the better established and recognised elements of enterprise in education, at least for secondary schools and pupils of secondary age. However, there have also been substantial advances in recent years in terms of understanding the relevance of the concept of 'career' from the early years. This growth of understanding has been based on clear acceptance of the principle of age-appropriateness. The identity of career education, its purposes and activities, will rightly differ significantly across the stages from early years to the senior stages of secondary schools. For the early stages, the focus will be on encouraging an awareness of the nature of work and the different forms of 'jobs' which people do and the 'roles' they fill including worker, student, employer and entrepreneur. These will be progressively related to young people's own growing awareness of their talents, interests and aspirations. By the later stages of secondary school, programmes will be increasingly focused on providing young people with the best possible service for career information, advice and guidance. The growth in the use of curriculum flexibility to provide vocational programmes, often in productive partnerships with further education colleges, has been a significant development. One important, continuing theme is that stereotypes of any kind, such as those associated with gender or with particular forms of work, are actively challenged. A further objective is to ensure that enterprise in education becomes as closely integrated into learning in the context of subjects and areas of the curriculum as is possible.

The relevant quality indicator is:

4.3 Curricular and vocational guidance

This quality indicator is concerned with the following themes:

- preparation for choice in education, training or employment
- accuracy and relevance of information and advice
- extent to which guidance is founded on appropriate consultation.

4.3 Curricular and vocational guidance

Illustration of very good performance	Questions to ask
<p>Preparation for choice at key stages ... involves a wide range of well-targeted approaches: for example, self-assessment of abilities and interests; very good information and advice about course and careers; effective use of the careers library; and profitable contact with the careers officer. From S4/S5 and beyond, the ranges of approaches include: opportunities for well-organised work experience/shadowing; very good support for the preparation of a curriculum vitae and for interviews; suitable opportunities to attend careers conventions, or colleges and university open days; and visiting speakers from FE, HE and business. The information and opportunities, including the use of ICT, are readily available to meet the needs of all pupils and their parents (and, where appropriate, adult students).</p> <p>Pupils have access to clear, accurate, relevant and up-to-date information and advice about further learning opportunities, career choices and financial awards, for example, through booklets on course and schemes available at future stages; college and university prospectuses; careers information in publications and other media including ICT; and information packs for school leavers on matters such as employment law, taxation and national insurance.</p> <p>Staff with guidance responsibilities are well informed about individual pupils' overall curriculum needs and liaise with subject departments so that they can discuss appropriate routes in education, training or employment. Exchange of information between staff with guidance responsibilities and careers advisory staff is very effective. Pupils (and parents and carers where appropriate) are offered individual interviews with relevant staff and with careers advisory staff.</p>	<ul style="list-style-type: none"> • What contact do young people have with local entrepreneurs and other employers from a wide range of trades and vocations, providers of further and higher education and Careers Scotland staff, representatives of trades unions, leaders from the voluntary and community sectors? • What training do pupils have in accessing career information including use of the careers library and ICT sources? • What opportunities are there for: <ul style="list-style-type: none"> – work experience and shadowing? – visits to a range of workplaces, careers conventions, colleges of further education, and higher education institutions? – presentations from visiting speakers from a range of enterprises and jobs? – personal research in school, in the community and on employers' premises? – support for transition to post-school opportunities through individual interviews with guidance staff and Careers Scotland staff? – personal reflection and challenging of limiting or stereotypical aspirations? – reflecting on needs and being proactive in career development? • How good is the information about pupils' progress and attainment which is made available to staff who provide pupils' career education programme? • How good is the range and quality of information, including through ICT, about labour market trends and training opportunities? • How effectively does the school inform and involve parents, including making use of any specialist contributions which they may have to offer?

Planning for improvement in enterprise in education

Enterprise in education needs to be given appropriate prominence in school improvement planning, to reflect its importance educationally and economically. As a core feature of the work of a school, enterprise in education needs to be evaluated systematically (for example by using this guide) and improvements properly planned, in the context of wider school planning. The nature of enterprise in education is such that schools will wish to involve a wider group of interests in any evaluations and in the processes of planning for improvements, reflecting the stake these interest groups have in the success of the school. Improvement planning, and the audit activities which are necessary to underpin it, are two aspects in which education authorities will have particular interest, given that they will wish to monitor schools' progress in this area of key national priority. The most important feature of improvement planning is the effectiveness of audit and consultation in identifying strengths and areas for improvement. The purpose of the agreed plan is to provide a concise summary, usually within the framework of the whole school improvement plan, of the actions required to improve or sustain quality in enterprise in education.

The relevant quality indicator is:

7.3 Planning for improvement

This quality indicator is concerned with the following themes:

- the development plan
- action planning
- the impact of planning.

7.3 Planning for improvement

Illustration of very good performance	Questions to ask
<p>The development plan is well organised and provides a clear and easy to read summary of aims, audit and action. It accurately summarises key strengths, areas of development and progress made in achieving previous development priorities. The action section provides a strategy for improvement in key areas over a number of years along with well-chosen annual priority projects. Priorities for development are clearly linked to local improvement objectives and national priorities for education.</p> <p>Related action plans clearly identify how priorities will be implemented and objectives met. Targets within the plan, tasks and timescales are clearly defined and success criteria are specific, measurable and achievable. Resources and staff development requirements are carefully costed.</p> <p>Priorities set in previous plans have been implemented very effectively. Very good progress is being made towards meeting or exceeding current objectives. The implementation of plans has improved the quality of pupils' experiences and has had a positive impact on maximising attainment. Progress towards implementation is consistent across the school. Staff are fully engaged at each stage of the planning process and are fully committed to the plan. Parents and pupils are consulted and are well aware of the plan's contents.</p>	<ul style="list-style-type: none"> • Do the school's aims embrace enterprise in education? • Is the audit for enterprise in education based on observable evidence and consultation with appropriate external sources, such as businesses, Careers Scotland and other agencies? • Does the plan make reference to national and local priorities for enterprise in education, in line with relevant guidance? • Does the action plan for enterprise in education draw appropriately on a wide range of material and people resources, including entrepreneurs and a wide range of job types, relevant local authority staff including quality improvement officers, Careers Scotland advisers, staff from further and higher education and the community and voluntary sectors and other support agencies? • Has an appropriate range of staff, representing the full range of aspects of enterprise in education, been engaged in improvement planning? • How have parents, pupils and key agencies, including those for children's services, been consulted about the priorities and planning for enterprise?

Quality Indicator 1.2 Courses and programmes

Workpad

Courses and programmes		How good is our school?	
Illustration of very good performance	Questions to ask	Strengths	Aspects for development
<p>Courses or programmes have breadth and balance between the various elements. They give full consideration to national and local guidelines, and are fully in keeping with the school's aims. There are appropriate opportunities for pupil choice. Programmes contribute to a continuing interest in learning and self-development.</p> <p>The various elements of the courses or programmes are planned and taught in an appropriate sequence to meet the range of needs, abilities and aspirations of pupils, and to promote progression and continuity in pupils' learning. Productive links are made with other curriculum areas or subjects.</p> <p>Teachers receive comprehensive and helpful guidance on courses and programmes or work, learning and teaching, support for pupils and assessment and recording.</p>	<p>Questions to ask</p> <ul style="list-style-type: none"> • How well are the guidelines and policy statements for enterprise in education known and used by staff? • Are all pupils included in the programme and having their full entitlement met? • Is there a planned, coherent programme at each stage, building appropriately on earlier stages, which develops pupils' awareness of enterprise and entrepreneurship, career development, work and lifelong learning? • Does the programme include an appropriate balance of specific 'courses' or activities, in combination with enterprising content and approaches to learning and teaching across the curriculum? • How is national guidance, such as framework documents issued by LT Scotland, used in evaluating programmes? • Is there a senior manager with a clear remit to support, manage and monitor the programme? • To what extent is regular productive contact maintained with the local authority quality improvement officer responsible for enterprise in education, Careers Scotland staff, entrepreneurs, employers, trades unions and staff in further and higher education? • What help do these other agencies give in delivering aspects of the curriculum and providing access to information and resources? 		

Quality Indicator 2.1 Overall quality of attainment

Workpad

Overall quality of attainment	Questions to ask	How good is our school?	Aspects for development
<p>Illustration of very good performance</p> <p>Very good progress has been made towards raising attainment and/or maintaining very high standards of attainment.</p> <p>Almost all pupils make very good progress from their prior levels of attainment.</p> <p>Performance in terms of 5-14 levels of attainment and/or pupils' attainment in national examinations is consistently very strong across a range of aspects.</p> <p>When looking across the range of related quality indicators there is strong evidence that they have contributed very effectively to the achievement and/or maintenance of high standards of attainment.</p>	<p>Questions to ask</p> <ul style="list-style-type: none"> • What evidence is there of progression in pupils' attitudes, skills, and knowledge and understanding in enterprise in education? • What progress are pupils making in learning about enterprise, career development, work, post-school education and lifelong learning? • What are young people's attainments in relevant areas including <ul style="list-style-type: none"> – 5-14 aspects related to core skills, for example reading and writing in English language/communication; and mathematics including problem solving? – in the core skills, from SQA information? – specific relevant SQA courses (such as Standard Grade social and vocational skills) or National Units in enterprise, careers, work related aspects and vocational programmes? • What evidence is there of pupils developing self-awareness and career action plans based on individual skills, interests and career aspirations? • How well have pupils achieved in awards and competitions, across the curriculum, that relate to the aims and purposes of enterprise in education? • What evidence is there that the quality of pupils' learning experiences has contributed to their achievements? (QI 3.3) • What evidence is there that pupils' needs are well met, enabling them to achieve highly? 	<p>Strengths</p>	<p>Aspects for development</p>

Quality Indicator 3.3 Pupils' learning experiences

Workpad

Pupils' learning experiences	Questions to ask	How good is our school?	Aspects for development
<p>Illustration of very good performance</p> <p>The learning environment is stimulating and challenging. Contexts reflect pupils' interests, previous experiences and future development. Pupils are motivated to work well and enthusiastically without close supervision.</p> <p>The pace of learning enables pupils to make good progress in their coursework. Pupils take responsibility for, and are active in, their own learning. Pupils frequently think for themselves and reflect on ideas, issues and experiences. They have a very good understanding of what they need to do to improve.</p> <p>Pupils work collaboratively in a variety of circumstances involving groups of differing composition and size.</p>	<p>Questions to ask</p> <ul style="list-style-type: none"> • What evidence is there that pupils' motivation has increased as a result of enterprise in education? • What evidence is there of increased levels of attendance, attainment and achievement? • What evidence is there of pupils' experience of enterprise in education promoting: <ul style="list-style-type: none"> – creative and enterprising attitudes? – independent research? – planning of their own activities and assessing their own progress? – decision making about their enterprise, career and work-related experiences? – the value of lifelong learning? – independence through activities such as starting and running business enterprises? • What opportunities do pupils have to investigate case studies and to work collaboratively with local entrepreneurs, businesses and other working people, and take responsibilities in group work and teams within and beyond the school? • What opportunities are there, across the range of subjects and curriculum areas, for pupils to learn from real-life contexts? • What opportunities are provided for pupils to learn about post-school education and lifelong learning? 	<p>Strengths</p>	<p>Aspects for development</p>

Quality Indicator 3.4 Meeting pupils' needs

Workpad

Meeting pupils' needs	How good is our school?	Aspects for development
<p>Illustration of very good performance</p> <p>Tasks and activities are very well matched to the needs of individual pupils, a very good choice of resources is made, and learning and teaching approaches are such that pupils are helped to achieve their next steps in learning. Pupils contribute to setting their own learning targets. Productive links are made to other learning opportunities. Appropriate account is taken of pupils' linguistic and cultural background.</p> <p>Carefully judged provision is made for individuals or groups of pupils with differing abilities or aptitudes, ensuring that all are challenged at an appropriate level.</p> <p>Learning needs are systematically identified and barriers to learning are clearly addressed. Learning support and other specialist staff contribute effectively to meeting pupils' needs.</p>	<p>Questions to ask</p> <ul style="list-style-type: none"> • To what extent do tasks, activities and resources demonstrate that enterprise in education is for all pupils? • What opportunities are there for all pupils to work with local entrepreneurs, employers, staff from further and higher education and external agencies in and beyond the school? • What support mechanisms are in place to ensure that all pupils can participate meaningfully in all activities, for example enterprise activities, workplace and career convention visits and work experience? • How aware of the enterprise in education programme are support staff, including those providing specialist support for pupils' additional support needs, and what involvement do they have with it? • To what extent do activities provide sufficient structure for pupils with additional support needs including sufficient challenge for higher-attaining pupils? • What is the evidence of use of a range of approaches to learning styles and thinking skills? • How is the school using curriculum flexibility, and opportunities such as vocational contacts and programmes offered by providers outwith the school, to meet pupils' needs more closely? 	<p>Strengths</p>

Quality Indicator 4.2 Personal and social development

Workpad

Personal and social development		How good is our school?	
Illustration of very good performance	Questions to ask	Strengths	Aspects for development
<p>The school uses a range of planned and inter-related approaches to developing pupils' personal and social skills. Teachers are committed to, and active in, promoting whole-school strategies. Common expectations of behaviour are applied consistently across the school. The school provides frequent and regular opportunities for pupils to be praised and for their achievements to be recognised and valued. There are planned opportunities for pupils to show care and consideration for others and to develop the skills of active citizenship. Personal and social skills are developed across all aspects of the curriculum. Planning of programmes and special focus activities ... is effective and provides for progression in the development of personal and social skills. Almost all pupils are making good progress towards the development of self-esteem, an awareness of personal safety and confidence in their own knowledge, skills and emerging values. They show independence of mind and co-operate well with others both socially and in school work. Their behaviour and social relations show genuine concern for and tolerance of others. Pupils are given opportunities and are encouraged to participate in a wide range of extra-curricular and other activities, for example, clubs, study support, membership of youth work organisations, volunteering, presentations to local community groups, residential experiences and activities relating to education industry links. Involvement in such activities supports the development of active citizenship.</p>	<p>Questions to ask</p> <ul style="list-style-type: none"> • What aspects of enterprise in education are evident in the programme for personal and social development? • How good are the opportunities for PSD deriving from the programme in enterprise in education? • To what extent do pupils show good personal skills in the contexts of enterprise in education? • How good are pupils at co-operating with others including peers and adults such as entrepreneurs, and a wide range of employers, community leaders and post-school educators, within and beyond the school? • How aware are pupils of social issues and responsibilities, and economic themes such as factors relating to local, national and global labour markets? • What opportunities do pupils have: <ul style="list-style-type: none"> – to participate in extra curricular activities which develop core skills? – for direct feedback, for example, from business people conducting mock interviews? 		

Quality Indicator 4.3 Curricular and vocational guidance

Workpad

Curricular and vocational guidance		How good is <i>our</i> school?	
Illustration of very good performance	Questions to ask	Strengths	Aspects for development
<p>Preparation for choice at key stages ... involves a wide range of well-targeted approaches: for example, self-assessment of abilities and interests; very good information and advice about course and careers; effective use of the careers library; and profitable contact with the careers officer. From S4/S5 and beyond, the ranges of approaches include: opportunities for well-organised work experience/shadowing; very good support for the preparation of a curriculum vitae and for interviews; suitable opportunities to attend careers conventions, or colleges and university open days; and visiting speakers from FE, HE and business. The information and opportunities, including the use of ICT, are readily available to meet the needs of all pupils and their parents (and, where appropriate, adult students).</p> <p>Pupils have access to clear, accurate, relevant and up-to-date information and advice about further learning opportunities, career choices and financial awards, for example, through booklets on course and schemes available at future stages; college and university prospectuses; careers information in publications and other media including ICT; and information packs for school leavers on matters such as employment law, taxation and national insurance.</p> <p>Staff with guidance responsibilities are well informed about individual pupils' overall curriculum needs and liaise with subject departments so that they can discuss appropriate routes in education, training or employment. Exchange of information between staff with guidance responsibilities and careers advisory staff is very effective. Pupils (and parents where appropriate) are offered individual interviews with relevant staff and with careers advisory staff.</p>	<p>Questions to ask</p> <ul style="list-style-type: none"> • What contact do young people have with local entrepreneurs and other employers from a wide range of trades and vocations, providers of further and higher education and Careers Scotland staff, representatives of trades unions, leaders from the voluntary and community sectors? • What training do pupils have in accessing career information including use of the careers library and ICT sources? • What opportunities are there for: <ul style="list-style-type: none"> – work experience and shadowing? – visits to a range of workplaces, careers conventions, colleges of further education, and higher education institutions? – presentations from visiting speakers from a range of enterprises and jobs? – personal research in school, in the community and on employers' premises? – support for transition to post-school opportunities through individual interviews with guidance staff and Careers Scotland staff? – personal reflection and challenging of limiting or stereotypical aspirations? – reflecting on needs and being proactive in career development? • How good is the information about pupils' progress and attainment which is made available to staff who provide pupils' career education programme? • How good is the range and quality of information, including through ICT, about labour market trends and training opportunities? • How effectively does the school inform and involve parents, including making use of any specialist contributions which they may have to offer? 		

Quality Indicator 7.3 Planning for improvement

Workpad

Planning for improvement	How good is <i>our</i> school?	
Illustration of very good performance	Questions to ask	Strengths
<p>The development plan is well organised and provides a clear and easy to read summary of aims, audit and action. It accurately summarises key strengths, areas of development and progress made in achieving previous development priorities. The action section provides a strategy for improvement in key areas over a number of years along with well-chosen annual priority projects. Priorities for development are clearly linked to local improvement objectives and national priorities for education.</p> <p>Related action plans clearly identify how priorities will be implemented and objectives met. Targets within the plan, tasks and timescales are clearly defined and success criteria are specific, measurable and achievable. Resources and staff development requirements are carefully costed.</p> <p>Priorities set in previous plans have been implemented very effectively. Very good progress is being made towards meeting or exceeding current objectives. The implementation of plans has improved the quality of pupils' experiences and has had a positive impact on maximising attainment. Progress towards implementation is consistent across the school. Staff are fully engaged at each stage of the planning process and are fully committed to the plan. Parents and pupils are consulted and are well aware of the plan's contents.</p>	<ul style="list-style-type: none"> • Do the school's aims embrace enterprise in education? • Is the audit for enterprise in education based on observable evidence and consultation with appropriate external sources, such as businesses, Careers Scotland and other agencies? • Does the plan make reference to national and local priorities for enterprise in education, in line with relevant guidance? • Does the action plan for enterprise in education draw appropriately on a wide range of material and people resources, including entrepreneurs and a wide range of job types, relevant local authority staff including quality improvement officers, Careers Scotland advisers, staff from further and higher education and the community and voluntary sectors and other support agencies? • Has an appropriate range of staff, representing the full range of aspects of enterprise in education, been engaged in improvement planning? • How have parents, pupils and key agencies, including those for children's services, been consulted about the priorities and planning for enterprise? 	<p>Aspects for development</p>

Quality Indicator 1.2 Courses and programmes

Worked Example (primary school) of a good overall evaluation

Courses and programmes	Questions to ask	How good is our school?	Aspects for development
<p>Illustration of very good performance</p> <p>Courses or programmes have breadth and balance between the various elements. They give full consideration to national and local guidelines, and are fully in keeping with the school's aims. There are appropriate opportunities for pupil choice. Programmes contribute to a continuing interest in learning and self-development.</p> <p>The various elements of the courses or programmes are planned and taught in an appropriate sequence to meet the range of needs, abilities and aspirations of pupils, and to promote progression and continuity in pupils' learning. Productive links are made with other curriculum areas or subjects.</p> <p>Teachers receive comprehensive and helpful guidance on courses and programmes or work, learning and teaching, support for pupils and assessment and recording.</p>	<p>Questions to ask</p> <ul style="list-style-type: none"> • How well are the guidelines and policy statements for enterprise in education known and used by staff? • Are all pupils included in the programme and having their full entitlement met? • Is there a planned, coherent programme at each stage, building appropriately on earlier stages, which develops pupils' awareness of enterprise and entrepreneurship, career development, work and lifelong learning? • Does the programme include an appropriate balance of specific 'courses' or activities, in combination with enterprising content and approaches to learning and teaching across the curriculum? • How is national guidance, such as framework documents issued by LT Scotland, used in evaluating programmes? • Is there a senior manager with a clear remit to support, manage and monitor the programme? • To what extent is regular productive contact maintained with the local authority quality improvement officer responsible for enterprise in education, Careers Scotland staff, entrepreneurs, employers, trades unions and staff in further and higher education? • What help do these other agencies give in delivering aspects of the curriculum and providing access to information and resources? 	<p>Strengths</p> <ul style="list-style-type: none"> – Good specific enterprise activities P2, P4 and P7, and effective E in E skills development through science and technology topics in environmental studies programme at all stages. – All core skills given good coverage through language and maths programme and environmental studies topics; worthwhile contribution to pupils' awareness of jobs and work and their own career development at P2 ('people who help' topic) and again at P7 (pupils choose which job they wish to research and present to class). – Environmental studies topics used well as contexts for enterprise in education. – Good overall continuity and progression through P1-P7. – Outline plan for E in E shows focus for each stage (but note gap in aspects at P5/P6). – Clear SMT remit, policy and programme of study for staff. – Good CPD, including two staff trained in 'Enterprising Infants' and 'Go for Enterprise'. 	<p>Aspects for development</p> <p>Scope for further clarification of contribution to core skills from across the curriculum, especially expressive arts and RME.</p> <ul style="list-style-type: none"> – Need to look at PSD programme to see how E in E achievements can be better recorded; and how to strengthen career education P5 and P6 – currently a bit of a gap. – Some aspects of progression to be reviewed: check whether enterprise topics encourage sufficient progression in pupils' awareness of entrepreneurship in different contexts, financial and social; look for local examples. Consider enterprise activity in a modern language. – Continue to develop staff guidance and support, including clarification of E in E contributions from across the curriculum (e.g. expressive arts and RME – see above) and from extra curricular activities. – Need for more staff guidance on how to assess pupils' progress and attainments in E in E (see relevant entry in school development plan).

Quality Indicator 2.1 Overall quality of attainment

Worked Example (secondary school) of a good overall evaluation

Overall quality of attainment	Questions to ask	How good is our school?	Aspects for development
<p>Illustration of very good performance</p> <p>Very good progress has been made towards raising attainment and/or maintaining very high standards of attainment.</p> <p>Almost all pupils make very good progress from their prior levels of attainment.</p> <p>Performance in terms of 5-14 levels of attainment and/or pupils' attainment in national examinations is consistently very strong across a range of aspects.</p> <p>When looking across the range of related quality indicators there is strong evidence that they have contributed very effectively to the achievement and/or maintenance of high standards of attainment.</p>	<p>Questions to ask</p> <ul style="list-style-type: none"> • What evidence is there of progression in pupils' attitudes, skills, and knowledge and understanding in enterprise in education? • What progress are pupils making in learning about enterprise, career development, work, post-school education and lifelong learning? • What are young people's attainments in relevant areas including: <ul style="list-style-type: none"> – 5-14 aspects related to core skills, for example reading and writing in English language/communication; and mathematics including problem solving? – in the core skills, from SQA information? – specific relevant SQA courses (such as Standard Grade social and vocational skills) or National Units in enterprise, careers, work related aspects and vocational programmes? • What evidence is there of pupils developing self-awareness and career action plans based on individual skills, interests and career aspirations? • How well have pupils achieved in awards and competitions, across the curriculum, that relate to the aims and purposes of enterprise in education? • What evidence is there that the quality of pupils' learning experiences has contributed to their achievements? (Q1 3.3) • What evidence is there that pupils' needs are well met, enabling them to achieve highly? 	<p>Strengths</p> <ul style="list-style-type: none"> – Clear evidence that pupils' performance in E in E is improving as we become more aware of the outcomes and can monitor them. – Achievements in enterprise and entrepreneurship show many positive features: clear evidence of pupils at all stages taking lead and making decisions, identifying projects of real social worth, need, or business opportunities; and tackling these with imagination and determination (see comments in school standards and quality report). – Results for Standard Grade social and vocational skills (around one-third of year group) show slight dip on last year but still very good, internal assessments of enterprise activity and work experience in the course confirm continuing strong performance. – Data on core skills confirm strengths in communication and ICT; corroborated by whole-school 5-14 data on reading and writing; and SQA analysis of English and computing studies at SG, Intermediate 1 and 2 and Higher. – NQ unit on work experience results were strong (but only used for a small group of pupils). – Some early evidence of good skills development in vocational programmes (in particular those in hospitality). – Other related indicators, e.g. Q1 3.3 quality of pupils' experience and Q1 3.4 meeting pupils' needs (both evaluated as good), support these evaluations. 	<p>Aspects for development</p> <ul style="list-style-type: none"> – Some aspects of pupils' attitudes, skills and knowledge/understanding of enterprise and entrepreneurship strands in subject curriculum need further improvement, especially S4 to S6, to encourage pupils to see the skills development in each subject in terms of how they can be used to solve problems, meet needs, identify business and work opportunities; pilot this year in art and design and geography, roll out next year to English and home economics (use LT Scotland materials to start). – Good core skills attainment in communication and ICT to some extent offset by weaker aspects in numeracy, team work and problem solving skills; some implications for entitlement/inclusion. – Not all pupils experience all aspects of E in E yet and we are still working on our understanding of what data are relevant to E in E, from the wide range available eg from SQA. – Achievements in work experience overall good to very good (valuable endorsements by employers) but need to address issues of inclusion and certification. – Overall very good achievements in career education; assessments confirm pupils have very positive attitudes towards career planning, and show good skills and knowledge about career information, but staff have identified pupils' awareness of careers in manufacturing industry in Scotland as a relative weakness – will make more use of Careers Scotland programmes, in particular 'Make it in Scotland' and 'Get into Enterprise'.

Quality Indicator 3.3 Pupils' learning experiences

Worked Example (special school) of a good overall evaluation

Pupils' learning experiences	Questions to ask	How good is our school?	Aspects for development
<p>Illustration of very good performance</p> <p>The learning environment is stimulating and challenging. Contexts reflect pupils' interests, previous experiences and future development. Pupils are motivated to work well and enthusiastically without close supervision. The pace of learning enables pupils to make good progress in their coursework. Pupils take responsibility for, and are active in, their own learning. Pupils frequently think for themselves and reflect on ideas, issues and experiences. They have a very good understanding of what they need to do to improve.</p> <p>Pupils work collaboratively in a variety of circumstances involving groups of differing composition and size.</p>	<p>Questions to ask</p> <ul style="list-style-type: none"> • What evidence is there that pupils' motivation has increased as a result of enterprise in education? • What evidence is there of increased levels of attendance, attainment and achievement? • What evidence is there of pupils' experience of enterprise in education promoting: <ul style="list-style-type: none"> – creative and enterprising attitudes? – independent research? – planning of their own activities and assessing their own progress? – decision making about their enterprise, career and work-related experiences? – the value of lifelong learning? – independence through activities such as starting and running business enterprises? • What opportunities do pupils have to investigate case studies and to work collaboratively with local entrepreneurs, businesses and other working people, and take responsibilities in group work and teams within and beyond the school? What opportunities are there, across the range of subjects and curriculum areas, for pupils to learn from real-life contexts? • What opportunities are provided for pupils to learn about post-school education and lifelong learning? 	<p>Strengths</p> <ul style="list-style-type: none"> – Pupils are well motivated by the different parts of the enterprise in education programme; they particularly enjoy and benefit from the contact with entrepreneurs and employers e.g. through the supported work experience programme. – Evaluations of the contributions from Careers Scotland advisory staff confirm very positive responses from pupils, ambitious and realistic target setting and good self-awareness of skills and their relevance. – Enterprise activities such as our annual Christmas fayre continue to be highlights of the pupils' experience, staff continue to report very positive achievements in pupils' attitudes, confidence and across the range of core skills. 	<p>Aspects for development</p> <ul style="list-style-type: none"> – Overall we are very pleased with the quality of pupils' experience of enterprise in education – it is confirmed by parents/carers and a range of helpers including local employers, who have expressed their appreciation of the programme. – However staff have identified one specific target: we need to look again at how best we can give all our pupils the most effective opportunities to take responsibilities and make or contribute to decisions, even where the pupils' additional support needs are most challenging – an important issue of inclusion which we intend to tackle.

Quality Indicator 3.4 Meeting pupils' needs

Worked Example (secondary school) of a fair overall evaluation

Meeting pupils' needs	Questions to ask	How good is our school?	Aspects for development
<p>Illustration of very good performance</p> <p>Tasks and activities are very well matched to the needs of individual pupils, a very good choice of resources is made, and learning and teaching approaches are such that pupils are helped to achieve their next steps in learning. Pupils contribute to setting their own learning targets. Productive links are made to other learning opportunities. Appropriate account is taken of pupils' linguistic and cultural background.</p> <p>Carefully judged provision is made for individuals or groups of pupils with differing abilities or aptitudes, ensuring that all are challenged at an appropriate level.</p> <p>Learning needs are systematically identified and barriers to learning are clearly addressed. Learning support and other specialist staff contribute effectively to meeting pupils' needs.</p>	<p>Questions to ask</p> <ul style="list-style-type: none"> To what extent do tasks, activities and resources demonstrate that enterprise in education is for all pupils? What opportunities are there for all pupils to work with local entrepreneurs, employers, staff from further and higher education and external agencies in and beyond the school? What support mechanisms are in place to ensure that all pupils can participate meaningfully in all activities, for example enterprise activities, workplace and career convention visits and work experience? How aware of the enterprise in education programme are support staff, including those providing specialist support for pupils' additional support needs, and what involvement do they have with it? To what extent do activities provide sufficient structure for pupils with additional support needs including sufficient challenge for higher-attaining pupils? What is the evidence of use of a range of approaches to learning styles and thinking skills? How is the school using curriculum flexibility, and opportunities such as vocational contacts and programmes offered by providers outwith the school, to meet pupils' needs more closely? 	<p>Strengths</p> <ul style="list-style-type: none"> – Around half of pupils now receive their full entitlement, up from around 20% on last year. Needs are met very well overall, for these pupils. – There is good provision for enterprising approaches in broad aspects of the core curriculum, for example English language, maths and science, which cover all pupils. – The BusinessDynamics programme has been effective in meeting needs to extend some pupils' understanding of the pressures and stimulus of running a business. – Specialist contributions from Careers Scotland staff have helped meet much more closely the needs of pupils with additional support needs. – S3/S4 vocational programmes in hospitality and construction are settling down well, via good links with local FE college, but some anomalies (repetition) in PSD aspects need to be addressed. – Current work experience programme impacts on around 90% of pupils and is positively evaluated by almost all. 	<p>Aspects for development</p> <ul style="list-style-type: none"> – Needs of some pupils not yet fully met; need to audit and extend provision of specific opportunities for enterprise activities within and beyond the curriculum (for example including extra-curricular activities) to include all pupils; current estimate that still only around half of pupils experience sufficient specific enterprise activities e.g. through social and vocational skills, Young Enterprise programmes. – Need to devise approaches (supported placements? In-school placements?) for those pupils whose needs are not met by the standard work experience programme. – Some evidence that E in E programme does not yet reach all higher attaining pupils; consider whether there is scope for more use of active research/ case-study approaches in S5/S6, preferably using local/former pupil examples of career development, enterprising behaviour and entrepreneurship. Consider Achievers International project.

Quality Indicator 4.2 Personal and social development

Worked Example (special school) of a very good overall evaluation

Personal and Social Development	Questions to ask	How good is our school?	Aspects for development
<p>Illustration of very good performance</p> <p>The school uses a range of planned and inter-related approaches to developing pupils' personal and social skills. Teachers are committed to, and active in, promoting whole-school strategies. Common expectations of behaviour are applied consistently across the school. The school provides frequent and regular opportunities for pupils to be praised and for their achievements to be recognised and valued. There are planned opportunities for pupils to show care and consideration for others and to develop the skills of active citizenship. Personal and social skills are developed across all aspects of the curriculum. Planning of programmes and special focus activities ... is effective and provides for progression in the development of personal and social skills.</p> <p>Almost all pupils are making good progress towards the development of self-esteem, an awareness of personal safety and confidence in their own knowledge, skills and emerging values. They show independence of mind and co-operate well with others both socially and in school work. Their behaviour and social relations show genuine concern for and tolerance of others.</p> <p>Pupils are given opportunities and are encouraged to participate in a wide range of extra-curricular and other activities, for example, clubs, study support, membership of youth work organisations, volunteering, presentations to local community groups, residential experiences and activities relating to education industry links. Involvement in such activities supports the development of active citizenship.</p>	<p>Questions to ask</p> <ul style="list-style-type: none"> • What aspects of enterprise in education are evident in the programme for personal and social development? • How good are the opportunities for PSD deriving from the programme in enterprise in education? • To what extent do pupils show good personal skills in the contexts of enterprise in education? • How good are pupils at co-operating with others including peers and adults such as entrepreneurs, and a wide range of employers, community leaders and post-school educators, within and beyond the school? • How aware are pupils of social issues and responsibilities, and economic themes such as factors relating to local, national and global labour markets? • What opportunities do pupils have: <ul style="list-style-type: none"> – to participate in extra-curricular activities which develop core skills? – for direct feedback, for example, from business people conducting mock interviews? 	<p>Strengths</p> <p>The PSD programme emphasises skills development relevant to E in E (and related areas such as active citizenship and effective parenting):</p> <ul style="list-style-type: none"> – self-confidence and self-esteem; opportunities for pupils to reflect on their achievements in positive ways and celebrate success (personal learning plans and target setting reviews and interviews). – interpersonal skills; many contexts for teamwork and joint approaches; specific enterprise activities, also a range of teamwork experiences across the curriculum and in extra-curricular activities. – independence; opportunities across the curriculum and some specific to E in E, such as the expectation that pupils take as much responsibility as possible for arranging their supported work placements – shopping experiences used to good effect for money handling and self-confidence. – interdependence; the E in E programme provides pupils with very good opportunities to learn how everyone's contribution matters in a team. 	<p>Aspects for development</p> <ul style="list-style-type: none"> – Although we regard this as an area of strength, at the practical level we would like to make better use of PSD time for pupils, with staff support, to record their achievements in enterprise in education. – We would like to involve specialist support from Careers Scotland in advising and supporting this activity, leading to better career planning.

Quality Indicator 4.3 Curricular and vocational guidance

Worked Example (primary school) of a good overall evaluation

Circular and vocational guidance	Questions to ask	How good is our school?	Aspects for development
<p>Illustration of very good performance</p> <p>Preparation for choice at key stages ... involves a wide range of well-targeted approaches: for example, self-assessment of abilities and interests; very good information and advice about course and careers; effective use of the careers library; and profitable contact with the careers officer. From S4/S5 and beyond, the ranges of approaches include: opportunities for well-organised work experience/shadowing; very good support for the preparation of a curriculum vitae and for interviews; suitable opportunities to attend careers conventions, or colleges and university open days; and visiting speakers from FE, HE and business. The information and opportunities, including the use of ICT, are readily available to meet the needs of all pupils and their parents (and, where appropriate, adult students).</p> <p>Pupils have access to clear, accurate, relevant and up-to-date information and advice about further learning opportunities, career choices and financial awards, for example, through booklets on course and schemes available at future stages; college and university prospectuses; careers information in publications and other media including ICT; and information packs for school leavers on matters such as employment law, taxation and national insurance.</p> <p>Staff with guidance responsibilities are well informed about individual pupils' overall curriculum needs and liaise with subject departments so that they can discuss appropriate routes in education, training or employment. Exchange of information between staff with guidance responsibilities and careers advisory staff is very effective. Pupils (and parents where appropriate) are offered individual interviews with relevant staff and with careers advisory staff.</p>	<p>Questions to ask</p> <ul style="list-style-type: none"> • What contact do young people have with local entrepreneurs and other employers from a wide range of trades and vocations, providers of further and higher education and Careers Scotland staff, representatives of trades unions, leaders from the voluntary and community sectors? • What training do pupils have in accessing career information including use of the careers library and ICT sources? • What opportunities are there for: <ul style="list-style-type: none"> – work experience and shadowing? – visits to a range of workplaces, careers conventions, colleges of further education, and higher education institutions? – presentations from visiting speakers from a range of enterprises and jobs? – personal research in school, in the community and on employers' premises? – support for transition to post-school opportunities through individual interviews with guidance staff and Careers Scotland staff? – personal reflection and challenging of limiting or stereotypical aspirations? – reflecting on needs and being proactive in career development? • How good is the information about pupils' progress and attainment which is made available to staff who provide pupils' career education programme? • How good is the range and quality of information, including through ICT, about labour market trends and training opportunities? • How effectively does the school inform and involve parents, including making use of any specialist contributions which they may have to offer? 	<p>Strengths</p> <ul style="list-style-type: none"> – We needed to think about this QI in the context of our primary school. Started by looking at how pupils begin to form views about jobs and work and the relative attractions and worth of different types of work and enterprise. – Clear evidence that the school does fairly well in raising pupils' awareness of different types of work from the early years, building on that associated pre-school centres do, but that the range of jobs is limited. – Our enterprise activities are effective in helping pupils learn how different roles and jobs contribute to a whole enterprise. – All P7 pupils have a personal project to research a job of their choice, prepare a report and present it to the class and head teacher. 	<p>Aspects for development</p> <ul style="list-style-type: none"> – Extend the range of jobs and types of enterprise the pupils encounter – make more use of the talents of our pupils' parents and carers and local entrepreneurs. – Consider what resources would help expand pupils' awareness, and how to make better use of display to present balanced, positive illustrations of different types of work. – Contact Careers Scotland staff to take their advice (e.g. on career software relevant to primary stages). – See if we can invite a Careers Scotland adviser to some of our P7/S1 transition activities. – Consider how the concept of future role as student or lifelong learner may be included – we still have small numbers aspiring to higher education in our community (possible 'I can do anything' day).

Quality Indicator 7.3 Planning for improvement

Worked Example (secondary school) of a good overall evaluation

Planning for improvement	Questions to ask	How good is our school?	Aspects for development
<p>Illustration of very good performance</p> <p>The development plan is well organised and provides a clear and easy to read summary of aims, audit and action. It accurately summarises key strengths, areas of development and progress made in achieving previous development priorities. The action section provides a strategy for improvement in key areas over a number of years along with well-chosen annual priority projects. Priorities for development are clearly linked to local improvement objectives and national priorities for education.</p> <p>Related action plans clearly identify how priorities will be implemented and objectives met. Targets within the plan, tasks and timescales are clearly defined and success criteria are specific, measurable and achievable. Resources and staff development requirements are carefully costed.</p> <p>Priorities set in previous plans have been implemented very effectively. Very good progress is being made towards meeting or exceeding current objectives. The implementation of plans has improved the quality of pupils' experiences and has had a positive impact on maximising attainment. Progress towards implementation is consistent across the school. Staff are fully engaged at each stage of the planning process and are fully committed to the plan. Parents and pupils are consulted and are well aware of the plan's contents.</p>	<p>Questions to ask</p> <ul style="list-style-type: none"> Do the school's aims embrace enterprise in education? Is the audit for enterprise in education based on observable evidence and consultation with appropriate external sources, such as businesses, Careers Scotland and other agencies? Does the plan make reference to national and local priorities for enterprise in education, in line with relevant guidance? Does the action plan for enterprise in education draw appropriately on a wide range of material and people resources, including entrepreneurs and a wide range of job types, relevant local authority staff including quality improvement officers, Careers Scotland advisers, staff from further and higher education and the community and voluntary sectors and other support agencies? Has an appropriate range of staff, representing the full range of aspects of enterprise in education, been engaged in improvement planning? How have parents, pupils and key agencies, including those for children's services, been consulted about the priorities and planning for enterprise? 	<p>Strengths</p> <ul style="list-style-type: none"> Looked at school aims when we considered the National Priorities and believe we have references which make clear the importance of enterprise in education. (Source: school prospectus and development plan). Helped by excellent support and profile given to E in E by local authority. 'Broad view' evaluation last year (using 'How good is our school?') indicated that staff, parents and carers believed the programme in enterprise in education was in good shape. Employers liked the idea, tried for the first time (on last year's development plan), that the pupils would make a short presentation to them on their programme in enterprise in education as part of the work experience placement. A number of departments found it very helpful to audit the specific E in E connections in their subjects including their links with the work experience programme. 	<p>Aspects for development</p> <ul style="list-style-type: none"> Whole-school development plan clearly shows priorities for enterprise in education, but scope to do better with departments – common agenda item for SMT. On specific points, still need to expand and meet in full the entitlement for all pupils – at present provision remains a bit patchy, in particular for S5/S6; intend asking Careers Scotland for advice – consider using 'Get into Business'. One of this year's Young Enterprise groups has been commissioned to evaluate the school programme. Estimate that it may take two years more before we are happy that all the parts of the entitlement are in place for all pupils. E in E review and development sessions planned for social subjects, and related teacher placements to be identified. Plan to audit the range of employer partners we have and to expand links with local entrepreneurs with help of Careers Scotland.

SOURCES OF SUPPORT

Note that a number of key resources for enterprise in education are due to be published soon after the introduction of this guide (October 2004). Schools and others will wish to be aware of the most recent resources and should refer in particular to websites for Learning and Teaching Scotland, Careers Scotland and HMIE.

Career Box, Careers Scotland, 2004

Determined to Succeed: A Review of Enterprise in Education – Evidence Report, Scottish Executive, 2002

Determined to Succeed: A Review of Enterprise in Education, Scottish Executive, 2002

Determined to Succeed: Enterprise in Education – Scottish Executive Response, Scottish Executive, 2003

Determined to Succeed: One Year On, Scottish Executive, 2004

Education for Work in Schools – A report by HM Inspectors of Schools, Scottish Executive, 2000

Education for Work: Career Education in Scotland – A National Framework, Learning and Teaching Scotland, 2001

Education for Work: Education Industry Links in Scotland – A National Framework, Scottish CCC, 1999

Education for Work: Guidance and Support for Schools (three sets), Scottish CCC/LT Scotland, 1999-2000

Education for Work: Work experience – A guide to promoting quality, Scottish CCC, 1999

Equality in Education: Work Experience placements, Spotlight 90, Hamilton S, The SCRE Centre, University of Glasgow, November 2003

Excellence in Enterprise: adding a new dimension to enterprise in Scottish schools, Quality Scotland Foundation, Schools Enterprise Scotland Ltd and the Scottish Executive, 2003

Get into Business, Careers Scotland, 2004

Get into Enterprise, Careers Scotland, 2004 version

How good is our school at education industry links? Self evaluation using performance indicators, Scottish CCC, The Scottish Office Education and Industry Department and the Audit Unit of HM Inspectorate of Education, 1997

How good is our school? Citizenship, HM Inspectorate of Education, 2003

How good is our school? HM Inspectorate of Education, 2002

Life Through Learning; Learning Through Life: the Lifelong Learning Strategy for Scotland, Scottish Executive, 2003

Make it in Scotland, Learning and Teaching Scotland, 2002

Making Employability Work: An agenda for action, Human Resources Brief, CBI, July 1999

Quality Awards for Enterprise in Education: Their role in Scottish Schools, Enterprising Careers, University of Strathclyde, June 2003

Rethinking Scotland's Skills Agenda, CBI Scotland

The Enterprising School, Think Tank Paper 3, Enterprising Careers, University of Strathclyde

The role of parents and families in Enterprise in Education, Think Tank Paper 2, Enterprising Careers, University of Strathclyde, January 2004

BusinessDynamics, www.businessdynamics.org.uk

Careers Scotland, www.careers-scotland.org.uk

CBI (Confederation of British Industry), www.cbi.org.uk

Determined to Succeed, www.determinedtosucceed.co.uk

Enterprising Careers, www.strath.ac.uk/enterprisingcareers

Federation of Small Businesses, www.fsb.org.uk

HM Inspectorate of Education, www.hmie.gov.uk

Learning and Teaching Scotland, www.LTScotland.org.uk

Quality Scotland, www.qualityscotland.co.uk

Scottish Business in the Community, www.sbcscot.com

Scottish Chambers of Commerce, www.scottishchambers.org.uk

Scottish Council for Development and Industry, www.scdi.org.uk

Scottish Qualifications Authority, www.sqa.org.uk

Scottish Trades Union Congress, www.stuc.org.uk

Young Enterprise Scotland, www.yes.org.uk

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