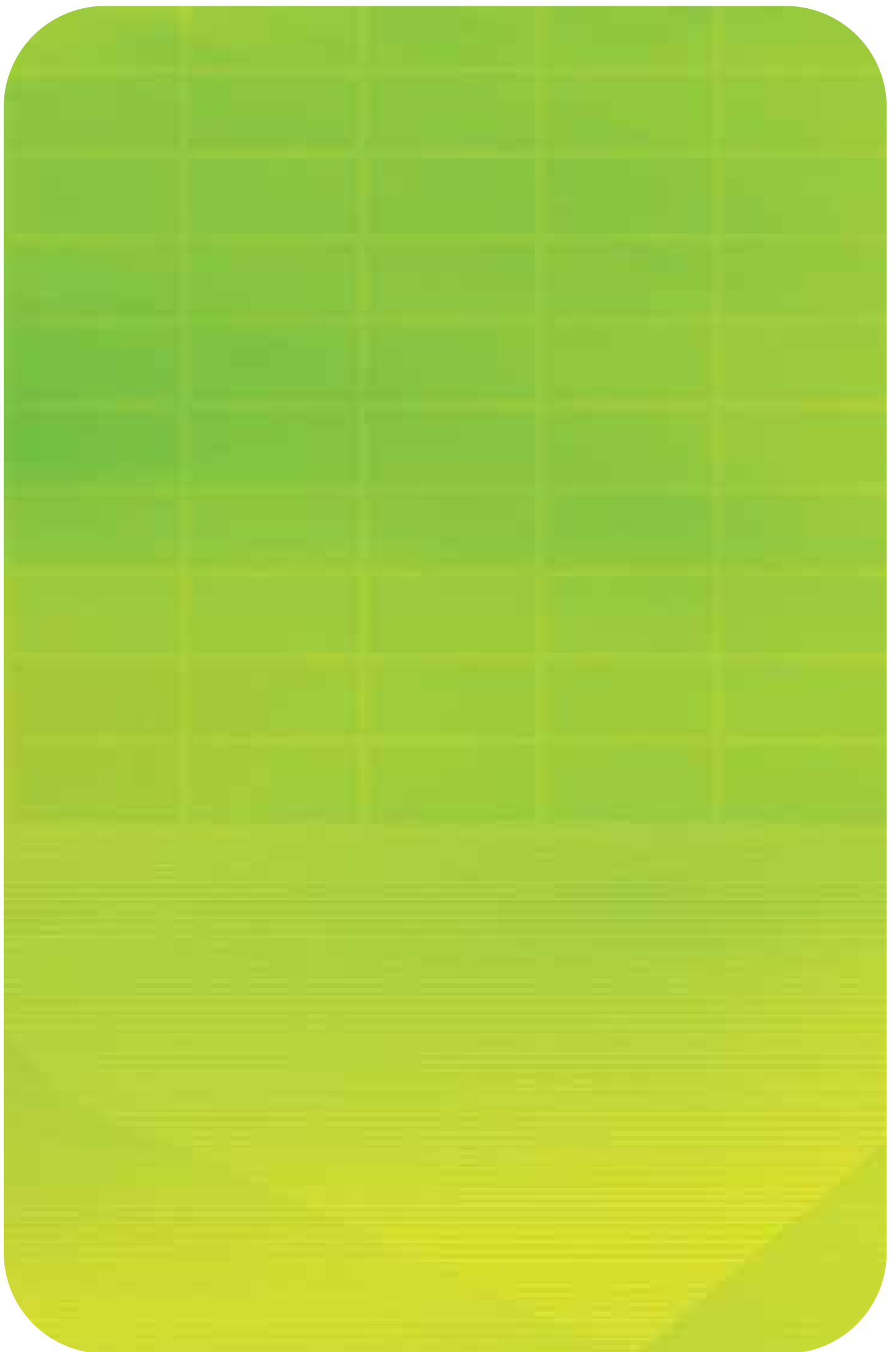


Improving Enterprise in Education

A report by HM Inspectorate of Education



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Foreword

This report is timely in that it is published during a period when major developments relating to the future shape of the curriculum in Scotland for 3-18 year olds are under way.

Over the last decade, the profile of enterprise has risen significantly. The promotion of enterprise in education has sought to establish an approach which blends personal learning benefits with more general gains for employability, entrepreneurship and the economy. A key question at this time is the extent to which enterprise in education has helped, and can continue to help, to address the priority issues facing Scottish education and their relationships with economic and social change. In HMIE's report *Improving Scottish Education*¹, I summarised these priorities as achievement; curriculum, learning and teaching; inclusion; underperformance; leadership and innovation; and accountability. This report touches on each of these key challenges. The report is also relevant to issues identified in the OECD report² of December 2007, in particular the need for schools to innovate, and to offer high quality vocational provision which meets the needs of all learners. The OECD's broad definition of vocational provision emphasises applied and collaborative learning, problem solving and real-life orientation. These are features which are evident in many of the enterprise experiences evaluated in this report, confirming the role that enterprise can play in improving vocational provision for all.

¹ HMIE 2006

² Quality and Equity of Schooling in Scotland: Organisation for Economic Cooperation and Development (OECD) 2007

The report aims to contribute to the debate about what learning and achievement in Scotland should look like in the years to come, and how best to achieve the outcomes we are all seeking for young learners. It marks important progress in schools' use of enterprise in education as a stimulus for effective learning as they, their authorities and their partners take forward *Curriculum for Excellence*.

When I launched HMIE's self-evaluation resource *How good is our school at enterprise in education?*³ in October 2004, I suggested that a key objective for enterprise in education was to exert its influence, sometimes in subtle ways, across the breadth of the curriculum. This report testifies to very positive developments in that regard, but also underlines the continuing value of entrepreneurial and enterprise-specific activities and experiences as components of young people's education. It also makes clear the need to build on progress to date in the context of *Curriculum for Excellence and Skills for Scotland: A Lifelong Skills Strategy*⁴. Improving the contribution of enterprise to the education of all young learners remains important and as yet unfinished business.

Graham Donaldson
HM Senior Chief Inspector

³ HMIE 2004

⁴ Scottish Government 2007

1

Introduction

This report evaluates the contribution of enterprise in education to the learning experience of young people in Scotland, as they prepare to face the challenges of life in the 21st century. In 2000, the HMI report *Education for Work in Schools*⁵ considered the impact of enterprise in what, at that time, was accepted as its wider context of education for work. That report defined enterprise as an essential part of the experience of all young learners in Scotland, and set the scene for subsequent developments. However, the evolution of terminology, from *enterprise* to the more expansive *enterprise in education*, first used in *Determined to Succeed*,⁶ signalled an important attempt to develop the identity of enterprise beyond its economic origins.

“We define **Enterprise in Education** broadly 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.”

(*Determined to Succeed*, 2002)

⁵ HMIE (then HM Inspectors of Schools) 2000

⁶ *Determined to Succeed: A Review of Enterprise in Education*; Scottish Executive 2002

*Determined to Succeed*⁷ sought to achieve its targets and support schools and education authorities in a number of strategic and operational ways. Committed funding had, by 2007, exceeded £80 million. Much of the resource was allocated to education authorities through specific ring-fenced grants that set out the criteria by which funds could be disbursed locally, and were subject to regular review by members of the project's central team. A significant amount of this funding was directed at providing local coordinators and development officers, at education authority and school level, who were remitted to develop enterprise in education by encouraging and supporting pupil activities and related professional development. A further key strategy was the endorsement of, and significant financial support for, partnership working, including important joint activity in schools and colleges, to support the *Skills for Work*⁸ pilot programme. *Determined to Succeed* also provided a specific budget, for which schools and education authorities could make bids additional to their agreed core funding, to support creative approaches and innovations and to encourage expansion of work-based and work-related vocational learning.

The concept of enterprise in education has developed in a wide range of contexts for 3-18 year olds over the last three years and more. The *Determined to Succeed* definition of enterprise as an approach to learning for living recognised the economic challenges which face Scotland, but gave equal emphasis to fulfilling individuals' potential.

⁷ This report uses *Determined to Succeed* to mean the programme implemented by the then Scottish Executive

⁸ Reported in *Preparing for Work* HMIE 2007

The four strands of enterprise in education outlined above have been taken ahead through two broad approaches:

- enterprise activities, projects, and contexts where learners work together to define a problem, identify a solution and take creative, effective action; and
- enterprising approaches to learning and teaching at all stages and in all areas of learners' experience.

The influences of enterprise in education which related to work-based vocational learning and appropriately focused career education were also evident in partnerships with Careers Scotland, and in school-college partnerships, through the endorsement and funding which *Determined to Succeed* provided for vocational developments including the *Skills for Work* pilot programme.

2

Background to the report

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Improving Enterprise in Education evaluates enterprise in education using a framework developed in direct response to a recommendation in *Determined to Succeed*. The framework comprised quality indicators, chosen from the second edition of *How good is our school?* to focus on key features of enterprise in education: learners' experiences, achievements and attainments, how well their needs were met, their wider personal and social development, and the effectiveness of planning for improvement.

HMIE inspected enterprise in education in 36 centres, chosen to represent a broad range of practice. The sample (appendix 1) included primary, secondary and special schools. It also included early education centres and community learning and development (CLD) programmes, to provide broad coverage of the contexts for enterprise in education for young learners aged 3-18. HMIE also drew on the wider findings of its general inspection programme, and from a range of HMIE activities relevant to enterprise in education.

The inspection was timed to be carried out after *Determined to Succeed* had had a reasonable period to impact on practice. It took place over 2006/07, building on insights gained by HMIE over the period 2004 to 2006. Over that earlier period, inspectors had focused on identifying, disseminating and promoting good practice in enterprise in education, including through major national seminars. In contrast, *Improving Enterprise in Education* records strengths where these exist, but also identifies aspects where further development is needed. It aims to contribute to debate on the future direction for enterprise in education, as part of young people's overall experience within *Curriculum for Excellence*.

This report builds on themes, including those identified in publications such as *Lifelong Partners*⁹, which provide a backcloth for enterprise in education. The fieldwork for the task coincided with several relevant major developments including the national *Skills for Work* pilot programme, on which HMIE reported in *Preparing for Work*, a review of the roles of Scotland's colleges (RoSCo)¹⁰, and a period in which the functions of Careers Scotland remained under review. The report also relates closely to *Skills for Scotland: A Lifelong Skills Strategy*, and chimes with major recommendations in the OECD report of 2007. These reports and reviews confirm the high levels of interest in issues and provision linked to enterprise in education, and its place on the national improvement agenda.

*Determined to Succeed – Three Years On*¹¹ described the progress achieved towards targets which included entrepreneurial and vocational experiences for all pupils, professional development for staff, and partnerships with business. *Improving Enterprise in Education* records HMIE's independent evaluation of the impact of enterprise in education on learners' experience, their achievements, the effectiveness of leadership for learning and innovation in an enterprising culture, and the capacity for continuous improvement of practice in enterprising learning.

Many of the themes promoted by *Determined to Succeed* are echoed by other major developments including, most significantly, *Curriculum for Excellence*. A number of other influential developments focused on learning and teaching, including *Assessment is for Learning*, cooperative learning and critical thinking. Important national movements and developments in citizenship (including pupil councils), health (including Health Promoting Schools) and sustainable development

⁹ Scottish Executive 2005

¹⁰ Scottish Executive 2007

¹¹ Scottish Executive 2007

(including Eco Schools) were contexts in which young learners had opportunities to act in enterprising ways. These major themes often featured alongside references to enterprise in centres' documentation and discussions. Similarly, enterprise in education harmonised well with key principles in *Curriculum for Excellence*, such as the focus on challenge and enjoyment, depth and richness of study, active learning strategies and real-world relevance. Specific credit for influence on pupils' achievements is therefore sometimes difficult to attribute, at a time when many concurrent initiatives have influenced Scottish education. The *Determined to Succeed* strategy could not work in isolation from the range of other significant developments at national and local authority levels.

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Attainment and wider achievement

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The positive influence of enterprise in education on learners' attainment and wider achievement was evident in the schools and centres inspected for this report, and in the wider range of HMIE inspections. Importantly, that helpful influence extended across personal and social skills and a wide range of aspects of learning, confirming the impact of enterprise across the curriculum and throughout learning 3-18. Enterprise in education encouraged good attendance and behaviour, positive attitudes to learning, increased motivation and high levels of achievement.

Enterprising approaches to learning and teaching were evident in a number of subjects. These included history and religious and moral education, where topics were introduced as open-ended challenges. In addition, approaches drawn from *Assessment is for Learning* were extending across the school, including pupils setting targets for themselves and assessing each other's work.

During 2006/07 the school had 12 pupils involved in *Skills for Work* at a local college. These pupils had shown improved motivation and behaviour across the school. This could be measured in the level of behaviour referrals and exclusions for this particular group being far lower than expected.

Inspectors' comments on imaginative, enterprising approaches in two secondary schools

Centres themselves could not consistently offer significant, robust evidence to confirm the impact of enterprising approaches, or the extent to which these approaches were directly stimulated by *Determined to Succeed* as against other initiatives and developments. There remained scope for further research and development to support centres in their understanding of achievement and attainment relating to enterprise in education.

Further staff development was necessary to improve staff's skills in evaluating the impact of enterprise in education. Nonetheless, it was clear that schools were using enterprise in education as a valuable reference and resource when addressing key issues affecting their performance. Schools and education authorities should continue to explore the role of enterprise in their improvement strategies, as a positive influence on learning and teaching and achievement.

Signpost to improvement

Enterprising approaches are used as part of centres' strategies for improving learners' experience, addressing challenges including:

- › underachievement;
- › curriculum innovation; and
- › inclusion.

Schools also demonstrate the benefits of applying enterprising principles in the contexts of leadership, partnership working in vocational programmes with, for example, colleges and community workplaces, and encouraging innovation in improvement planning.

Enterprise in education provided a stimulus for innovative experiences and approaches which went beyond learning in curriculum areas and subjects. It contributed to pupils developing as successful learners, confident individuals, responsible citizens and effective contributors, and highlighted ideas and approaches which are directly relevant to schools as they implement *Curriculum for Excellence*. Enterprising approaches and contexts also provided effective strategies for centres' efforts to deliver inclusive programmes appropriate to the needs of all young learners. Schools will find particular value in considering enterprising approaches and contexts as they tackle issues of underachievement, for example among boys of secondary age.

In interview, the pupil council gave an account of the impressive range of enterprises in which they had been involved. These included curricular examples such as a link between a biology NQ (National Qualification) class and a local garden centre, and group projects including the organisation of the S6 leavers “Prom”. Individual entrepreneurship had also been promoted and supported by the school. An S5 pupil had developed software for a room booking system for public buildings such as schools and colleges, and was meeting with some success in selling his product.

Inspector’s comment on opportunities for enterprising learning in a secondary school

Enterprise in education had a positive influence on learners’ wider achievements. This was achieved through the impact of specific activities, and through the benefits of broader, enterprising approaches to learning. Effective contexts included pupils’ collective and individual achievements in pupil councils, in eco committees, and in planning and delivering a range of social, cultural and sporting events. Enterprising approaches in these and other contexts, which promoted open-ended challenges and competitive teamwork, highlighted a number of possible strategies for schools in their efforts to broaden and deepen learning outcomes for higher-achieving pupils. Inspectors identified an emerging relationship between the concept of “the enterprising school” and the idea of excellence more generally, as defined in *Journey to Excellence*¹². There was a correlation between enterprise in education and “dimensions” of excellence (see appendix 2) of high-quality learning experiences, partnership working, reflecting on achievements and thriving on challenge, and valuing and empowering learners. The dimension of developing a culture of ambition and achievement was particularly relevant to enterprise in education.

¹² HMIE 2006/07

The school provided children in the nursery and pupils in the primary stages with a high-quality experience of enterprise. Key features included the successful way in which all members of the school community, including support staff and parents, were encouraged to play a part, and the way in which the school used the annual P7 residential stay as a focus for fund raising to subsidise the pupils' travel by aircraft.

Inspector's comment on positive experiences in the early years and primary stages in a primary school

The schools included some with high rates of academic success, and in which pupils' experience of enterprise in education was also very positive. The additional breadth and depth of learning associated with enterprising approaches had exerted a positive influence on the wider achievement of pupils. This presents a key message for other schools which are seeking to build on academic success, providing broader and deeper experience for pupils whilst seeking to maintain and improve attainment. Learners performed well in a range of enterprise contexts. At times, they showed skills in communication, working in teams, and problem solving, beyond those expected for their age and sometimes better than they demonstrated in other contexts. It will be important that this enabling effect of enterprising contexts and approaches on learners' performance is recognised as part of implementing *Curriculum for Excellence*. It also reflects recommendations from the OECD, promoting broad-based vocational experience which adds relevance and motivation for learning for all pupils.

In the context of a high-attaining school, much work was going on to promote successfully pupils' wider achievements through enterprise, with a clear focus on employability in high-skills vocations and careers. The school was producing confident, articulate learners, and giving them valued experiences of meeting a wide range of people from outwith the school environment including those from industry.

Inspector's comment on attainment and wider achievement in a secondary school

Activities in enterprise contexts had a positive influence on developing skills and knowledge across the range of subjects and areas of the curriculum, where pupils were able to see the relevance of their studies to the world of work and life beyond school. These achievements are important in the context of finding ways of increasing motivation for pupils whose needs are sometimes difficult to meet. A focus on work-related themes and vocational programmes was effective in engaging such pupils and encouraging them to achieve well. Direct involvement in enterprise activities provided specific benefits for pupils with additional support needs, developing their self esteem and giving them confidence to play an active part in the workplace. Opportunities to develop entrepreneurial skills were popular and effective for pupils across a wide range of abilities, helping address the important objective of encouraging more young people to form a positive view of business entrepreneurship. There remained scope for many schools and centres to do much more to promote entrepreneurship, for example through highlighting local, national and international examples of individuals' successes in business, and for agencies to provide effective resources to support this important work. Staff contributing to enterprise activities found direct gains from related continuing professional development, giving them experience of business approaches to innovation and problem solving.

Signpost to improvement



Enterprising and entrepreneurial approaches and contexts are used to build positive attitudes, and promote innovation and improvements in attainment and wider achievement:

- › as open-ended challenges for higher-attaining pupils;
- › to build self confidence and employability skills among all pupils, including those with additional support needs;
- › to encourage recognition of the importance of successful businesses;
- › as motivating experience for disaffected pupils; and
- › to influence staff through relevant continuing professional development.

Learners' achievements in contexts relating specifically to enterprise in education were accredited in a number of different ways. These included awards of National Qualification (NQ) Units by the Scottish Qualifications Authority (SQA) in, for example, Work Experience. Some centres used Scottish Vocational Qualifications. Centres' attempts to source learning experiences and forms of accreditation had led them to seek a wide variety of provision. This range included the following, in many of which community learning and development settings provided the context.

- › Awards Scheme Development and Accreditation Network (ASDAN)
- › Community Sports Leadership Award (CSLA)
- › Duke of Edinburgh's Award Scheme
- › John Muir Award
- › Royal Society for the Protection of Birds (RSPB) Greenfinch Award
- › Youth Achievement Awards

- Youthlink Scotland Participative Democracy Certificate
- Millennium Volunteers Award

The success of centres in improving learners' experiences and outcomes was also recognised through local and national awards, including schemes run by local authorities, and as specific categories in the annual Scottish Education Awards.

4

Curriculum, and teaching for learning

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The range of contexts in which enterprise impacted upon 3-18 year olds could be grouped into the two broad, overlapping categories summarised in Section 1 of this report.

- Enterprise and entrepreneurial activities, projects, and contexts where young learners worked together to define a problem, identify a solution and take creative, effective action (*such as work experience, business entrepreneurial projects, industry and enterprise awareness events, engineering, science and technology challenges, school nutrition action groups, eco committees, health promoting committees, pupil councils, and organising committees for social, charitable and fund-raising events and school shows*).
- Enterprising approaches to learning and teaching at all stages and in all areas of young learners' experience (*such as simulated shops in early years settings, teamwork, cooperative learning and critical enquiry approaches to environmental studies topics for pupils at the primary stages, secondary subjects which demonstrated a clear focus on core and employability skills and raised learners' awareness of relevant careers or important economic issues, community learning contexts such as building relationships between different groups in the community, and programmes in personal and social development in special schools which promoted learners' self esteem and developed their confidence to deal with the challenges of finding and keeping a job*).

Increasingly, we see aspects of enterprise embedded within courses and programmes, such as:

- ▶ business education – ICT in work;
- ▶ computing – build a computer in a day;
- ▶ English – theatre visits;
- ▶ Modern languages – languages for work.

The school offers a wide range of identified discrete enterprise opportunities. These include:

- ▶ Make it in Scotland
- ▶ Who wants to be an entrepreneur?
- ▶ Business introduction for S3
- ▶ Stock market challenge
- ▶ Space School
- ▶ Determined to do my best – workshop for S4
- ▶ Work experience etc

Two secondary schools' views of enterprising learning

Pupils' experience of enterprise in education included work placements and workplace visits, entrepreneurial activities, career education and guidance and many other recognisable, specific contributions. However, the influences of enterprise in education permeated the curriculum, to promote and support enterprising approaches at every stage of learning. In taking ahead this key objective of *Determined to Succeed*, centres had adopted and extended aspects of existing good practice in learning and teaching.

There is growing use of “learning challenge” approaches, rooted in critical skills and cooperative learning.

Pupils apply for positions on committees including the School’s Nutrition Action Group (SNAG), the Eco Committee and the pupil council. Each of these requires the pupil to prepare for, and undertake, an interview.

..activities which develop our pupils in terms of confidence, motivation, citizenship and more:

- Eco schools
- Social enterprise
- Senior ball
- Business enterprise
- Rock challenge
- Music groups
- Pupils running school teams
- Pupils mentoring younger pupils, and running the pupil council.

Teachers’ comments on enterprising approaches to learning in two primary schools and one secondary school

This report has touched on the relationship which enterprise in education has with major developments in citizenship, health and sustainable development. Enterprise in education was a feature in the wider life of schools and centres in creative, social, cultural and sporting contexts. Teachers used enterprising approaches to go with the grain of other developments aimed at improvements in learning and teaching, achievement and attainment, and promoting innovation and creativity.

Flexibility in interpreting enterprise in education was critical to meeting learners' needs. Enterprise in education featured particularly prominently on the agenda of special schools, but equally it offered high-attaining learners stimulus, challenge and relevance in learning.

Learning and Teaching Scotland illustrated, in *Excellence through Enterprise*¹³, how enterprising approaches can contribute to development of the four learner capacities in *Curriculum for Excellence* (appendix 3). Across the inspection sample, enterprise in education was having a positive influence on confidence building, giving experience of success, developing more responsible citizens, and helping individual learners become more effective and creative contributors. Some of the strongest and most persuasive of these experiences included pupils' work on committees and teams, planning and delivering a range of outcomes for their schools and communities, and giving the pupils a direct and positive sense of achievement and reward.

The enterprise experience across the sectors

Play contexts in early years settings provided fertile environments for enterprising approaches, and many staff understood and applied the principles of enterprise in education skilfully. Children from the age of three enjoyed and learned from play experiences such as a simulated post office, and from visits from “people who help”, supporting them in developing understanding of their world.

Christmas interest – the Post Office: Setting up post box and sorting office in the nursery to deal with Christmas mail – role play; visit to town post office, and postal worker visitor. Lots of interest here. Children wanted to model the postal worker and the post office counter assistants in the nursery.

Early years centre's notes on play context for the world of work

¹³ Learning and Teaching Scotland 2005

Pupils of primary age, including those in special schools, were achieving important outcomes through enterprise in education. They were highly motivated by the experience of:

- specific enterprise activities such as fund-raising days;
- enterprising learning approaches in different areas of the curriculum, such as real-life problem solving in mathematics or teamwork in research in environmental studies; and
- work in pupil committees.

Successful examples also included projects in which pupils had been creative and influential in the planning stages. Many class programmes ensured that enterprising approaches were seeded throughout the curriculum.

Homework was designed to encourage independent learning and decision making, based on making toys at home. ...Pupils in P7 work with Careers Scotland, learning to relate their studies to work situations. The school organises an annual careers fair, drawing on its strong community links.

The school council has real responsibilities in the school. Pupils' decisions have directly influenced life in the school, for example in the cost of school meals and on policies such as the use of mobile phones and MP3 players.

Inspector's comment on enterprising approaches in two primary schools

The importance of offering support for secondary school subject teachers in interpreting enterprise in education within their disciplines had been recognised. *Determined to Succeed* had sponsored well-focused development work and good progress had been achieved in Learning and Teaching Scotland's subject-specific guidance, helpfully linking enterprising approaches with the principles for curricular design within *Curriculum for Excellence*.

Sixty S3 pupils took part in the Maths Challenge in February. The P7 maths competition will be held in the High School in June, with teams from the cluster primaries supervised and coordinated by senior pupils. Two S2 and two S3 pupils were to represent the school in the Education Authority's Maths Enterprise Challenge in June.

There are careers display boards in most subject areas and teachers take steps to ensure pupils are aware of subject-related jobs.

The work of the student doctors from the local hospital in the human biology course was very positively received. They described to pupils the wide range of careers in medicine, and also generated ethical debates within the class. Another department to benefit from local business links was home economics, with a local baker and a group of professional chefs enhancing the department's programmes.

Inspector's comments on enterprise in subject contexts in three secondary schools.

However, as previously noted, there were relatively few high-quality resources which successfully portrayed the important achievements of business entrepreneurs. This aspect was worthy of greater attention from those responsible for providing resources to support schools.

The Standard Grade course in Social and Vocational Skills (SVS) was offered in three schools in the inspection sample. The course provided a programme, certificated by the SQA, which embodied much of the spirit of enterprise in education. Pupils following the SVS course in these schools enjoyed a well-planned, coherent experience, receiving recognition for their achievements in work experience, entrepreneurial activities and social enterprises such as organising community events. These structured experiences had a significant impact on pupils' motivation and achievements. They provided an

important source of ideas and approaches for schools engaging with the current curriculum reforms. The structure of SVS offers some possible strategies for the challenge of seeking greater equity of educational outcomes for socially disadvantaged pupils, whilst at the same time making the curriculum more relevant for all.

All pupils in the S3/S4 year groups were presented for Standard Grade Social and Vocational Skills and their achievements and SQA results were excellent. The programme provided a very valuable context and set of experiences to develop pupils as effective contributors, and to sample the world of work as a vehicle for career education.

Inspector's comment on high-quality experience and attainment in SVS in a secondary school

Signpost to improvement

Design of learners' experience, as part of adopting *Curriculum for Excellence*, includes:

- › enterprise in education at every stage of learning 3-18;
- › enterprising approaches to learning and teaching in the contexts of all curriculum areas and subjects, providing learners with deeper, more active and relevant learning;
- › working with key partners including colleges to achieve a good focus on skills;
- › planning choices for school and beyond;
- › activities where enterprise and entrepreneurship are the key focus; and
- › features of enterprise designed to meet the needs of all pupils, including higher attainers and those disengaged from learning.

Vocational programmes have experienced a marked resurgence in popularity in the last few years, meeting perceived needs for individuals, the economy and society. Enterprise in education has helped promote the idea of vocational provision as relevant to all pupils, and at all stages of learning. Its specific contribution has been to present vocational preparation as a broad concept, helping to address issues of employability, but doing so alongside development of a wider set of skills. In this respect, as in others, enterprise in education has a clear role in addressing the recommendations of the OECD report with respect to vocational provision.

The development of access to the local college SVQ and Progression Award vocational courses in building skills, horticulture, automotive engineering, administration, hairdressing, beauty therapy and care has provided valued courses for S3/S4.

Inspector's comments on contributions from a partner college

Skills for Work programmes had provided one of the most visible strategic approaches to offering vocational experience, and had recorded some significant achievements based on partnership approaches. They had also highlighted a range of issues affecting vocational programmes in general, and those involving the more complex logistics of school-college partnerships specifically. General issues included the status and currency of vocational programmes. It is important to ensure that vocational programmes provide longer-term gains for the individual, in addition to any relevance to medium-term labour market patterns. Alongside their focus on specific technical and professional vocations, these programmes need to continue to promote wider enterprising principles and entrepreneurial objectives.

Almost all pupils expressed positive views about the value of work placements and other vocational experiences such as *Skills for Work* programmes, supporting the important principle that vocational opportunities and themes are important for all learners. Pupils believed that they had gained significantly from an experience of the world of work. Some had been given too little opportunity to relate these experiences to their wider schooling, for example through debriefing discussions with careers advisers or in lessons in personal and social education. They needed more time to reflect on the impact of these experiences on their awareness of how to find and keep a job, although such reflection was helpfully encouraged in *Skills for Work* programmes. Schools did not consistently see the potential of work experience and other vocational sampling as a major stimulus for learning, part of developing awareness of the wider world of work, and an important staging post in learners' progress towards life beyond school.

Pupils' achievements in the field of work experience were excellent with many receiving very positive reports from employers. 192 pupils in S4 took part in the programme with over 50% finding their own placements which were then approved by school staff. Pupils took part in mock interviews, with valued support from Careers Scotland staff.

Inspector's comment on a strong programme of work experience in a secondary school

Secondary schools were giving greater emphasis to vocational opportunities through curriculum options, fully endorsed by appropriate professional and trades organisations, and designed to appeal to a wide range of needs and ambitions. As previously noted, these included *Skills for Work* programmes, amongst a wider range of link activities with colleges. A few schools promoted the relevance of vocational themes for all pupils, whatever their job aspirations. Whilst valuing relevant vocational experience for all pupils, many schools were also actively promoting work-related programmes successfully as a strategy for some disaffected learners.

Learners in some schools spoke positively about the quality of contribution from Careers Scotland staff. Importantly, the theme of careers featured strongly in the work of primary schools, addressed in ways which were appropriate for the age and stage of the pupils.

The school ran a very successful careers fair and awareness programme for P7. Several local employers took an active part in the careers fair, and pupils in P7 chose from a range of workplaces which they then visited after the careers fair, to extend their knowledge of the kind of work which went on in each business.

Inspector's comment on careers in the primary stages

Pupils at the secondary stages valued the expertise which Careers Scotland staff brought, providing helpful information about different career routes, and advice on how pupils could be best prepared and qualified to pursue these careers. Most pupils valued the direct contacts which they had, generally from S4 onwards, and found the information, advice and guidance helpful and productive. School programmes in social education often included opportunities for pupils to consider careers from around S2. Pupils had found it helpful where Careers Scotland staff had been available to them and their parents when they were preparing to make choices in the curriculum. Few pupils felt there had been enough opportunity for them to work individually with specialist careers staff prior to S4.

Staff in special schools were particularly positive about the work of specialist career advisers in helping plan for learners' future needs and in linking with employers. These specialist advisers played an important additional role of advocacy, bringing pupils' talents and employability skills to employers' notice.

The school has very strong links with Careers Scotland staff and there is a close working relationship between the careers adviser and library staff. The adviser is based in the school guidance suite, ensuring an effective two-way flow of information including tracking data for the adviser.

The library has an up-to-date careers section resourced in partnership with Careers Scotland (CS). ICT facilities include 50 PCs with access to valuable career education software. S2 staff are to receive training from CS staff. The CS adviser (three days per week in school) offers structured careers talks, advice and regular drop-in sessions. CS staff attend parents' evenings and other whole-school events to enable parents to seek advice on behalf of their children.

The careers adviser delivers information expertly in planned talks. Visits to conferences and workshops allow the pupils to extend their knowledge in different contexts.

Inspector's comment on some high-quality contributions from Careers Scotland staff in secondary schools

Signpost to improvement

Enterprise programmes provide strong contexts, generate positive influences on pupils' understanding of careers, and increase the value they place on vocational themes.

- Enterprise activities help to promote career education as a key service for children.
- Partnerships with employers, colleges and other agents bring the capabilities of learners, including those with additional support needs, to the attention of employers.
- Vocational programmes provide high-quality experience for all pupils and encourage them to develop their awareness of careers and options including self-employment.

Teachers often used enterprising approaches, such as teamwork and direct experiential learning, to promote achievement among pupils with additional support needs. Special schools were making skilful use of enterprising approaches and opportunities, in addressing priorities such as motivation and confidence building among pupils. Pupils responded well to practical approaches, based on direct experience, which often had an important impact on their personal and social development and employability skills. The focus on working in partnership with colleges, employers and a wide range of other support agencies and providers raised the expectations of learners and their parents of what they could achieve, reflecting the positive influence of partnership approaches in mainstream secondary schools.

During the ‘ideas at work’ day, the pupils had the opportunity to interview a range of workers from within and outwith the school including coaches from the two leading SPL football clubs, a local entrepreneur, bus drivers, pupil escorts, the janitor and cleaners, the headteacher and the local councillor. Questions were planned, and agreed by the pupil council, in advance of the interviews.

Inspector’s comment on partnership working in a special school

The sample of community learning and development contexts confirmed that enterprising approaches were well established in youth work. CLD programmes promoted innovative and effective learning, at times addressing significant social issues. The gains for pupils of both primary and secondary school age involved in effective CLD ventures, including their general employability skills and “can do” attitude, were potentially highly transferable into the workplace. They testified to the valuable contribution which community contexts can offer when developing learners’ enterprising capabilities. In turn, enterprise approaches provided an important resource for developing community capacity, promoting social entrepreneurship and increasing individuals’ employability.

The project achieved its goals in a number of respects, in improving learners' confidence and helping them make a positive contribution. Three of the group sat on the (city) Big Lottery young people's panel. Another learner reported increased self confidence and ability to cope with exam stress. One of the group sat on the local Community Regeneration Fund forum and one acted as adviser on the local Police Advisory Group on equality and diversity.

Inspector's comment on confidence and capacity building in a CLD project

5

Leadership, innovation and accountability

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Leadership and innovation

There were important strengths in leadership for enterprise in education. Planning and developing enterprise contexts and approaches to learning stimulated teaching and support staff, parents, and pupils themselves to take on leadership roles. The role of the head of school or centre was crucial in sharing a vision for enterprise in education and enabling individuals to play a part in achieving that vision. Leadership for enterprise in education was, however, emerging at all levels in schools, centres and CLD contexts, extending beyond managers and including learners, classroom teachers and support staff. Staff and pupils felt they were being encouraged to engage, to suggest creative and innovative approaches to learning, and to become active stakeholders.

Pupils were taking the lead in learning and making decisions. The pupil council had a budget allocated for its work. Many pupils were involved in projects, leading debate in addressing issues of real social need, for example homelessness, recycling and sustainable development.

Inspector's comment on pupils as leaders in a secondary school

Stakeholders noted that there had been progressively clearer and stronger messages, from central project staff leading *Determined to Succeed*, that schools and education authorities should focus their resources and energy on learning and teaching issues, helpfully reinforcing a main thrust of *Curriculum for Excellence*. That influence had been helpful in keeping an emphasis on leadership for learning. A further direct contribution from *Determined to Succeed* had been the active promotion of leadership development. This included providing opportunities for local authority staff and members of school senior management teams to participate in some highly regarded commercial programmes, alongside development opportunities within the *Excellence through Education Business Links* (EEBL) programme for teachers.

Continuing professional development in enterprise in education is also a vital part of our work. Five staff have now been on EEBL placements and we have used commercial organisations to work with all staff.

School reflections on the benefits of continuous professional development

Staff taking EEBL placements spent time with businesses, working to an agreed set of outcomes which could include management and leadership objectives. Individuals who had participated in these programmes rated them highly, and described them as valuable complements, quite different in their aims and methodologies, to more formal programmes such as the Scottish Qualification for Headship. Staff had gained significantly from EEBL placements in their awareness of work-related issues and business economics, in ways which they could use directly to improve schools' work in developing pupils' employability and skills for entrepreneurship.

Education authorities' role in leadership

Most education authorities provided effective leadership for enterprise in education, for example through policy statements which set out their expectations clearly, and effective arrangements to support and challenge schools. Most education authorities had created effective structures among their central staff, including those with remits for quality improvement. Enterprise development officers, working at local authority level, played key roles in supporting local developments, and in drawing on good practice from national staff development and networking. A number of schools and authorities had appointed promoted teaching staff, for example at faculty principal teacher level, with enterprise prominent in their remits. In some of these posts, the focus on enterprise was sometimes helpfully paired with related themes such as creativity.

The school is well supported by the local authority in all areas of enterprise in education. Regular meetings are held with the enterprise coordinator, Careers Scotland and other professionals and parent representatives.

The school received strong support from a range of partners, with the education authority making a particularly effective contribution through the enterprise development officer.

Inspector's comments on roles for the education authority and other partners in supporting enterprise in secondary schools.

Signpost to improvement



Enterprising approaches play an important part in improving leadership and encouraging innovation by helping leaders to:

- › appreciate other perspectives on learning, including those of pupils, parents and employers;
- › develop leadership skills through learning from innovation and best practice in business;
- › capitalise on opportunities to enhance community links and contribute to community capacity building; and
- › extend understanding of ideas such as shared or distributed leadership, by recognising the potential of other stakeholders, including learners and community partners, to show leadership.

Enterprise in education was a prominent theme in continuing professional development in all authorities, including, in some, the leadership development programmes described earlier in this report. Most councils gave good emphasis to promoting good practice in enterprise in education, providing challenging benchmarks for managers and making an effective contribution to leadership. Where council policies were clear about the importance of systematic

self-evaluation, the process of identifying and sharing good practice had been made easier. Many councils provided some form of newsletter for schools and parents, as did many of the centres and schools, either specific to enterprise in education or giving the aspect a strong profile among more general educational news. Some councils offered high-profile events to celebrate the good practice in their schools, including the recognition of different kinds of achievement. These approaches were all helpful in signalling a strong lead from the councils, with the added benefit of keeping parents and the wider community up to date with key developments.

Accountability and self-evaluation

Systematic self-evaluation of enterprise in education was evident in only a minority of the centres and schools in the task leading to this report, and more widely in the general inspection programme. Some centres failed to conduct other than cursory evaluations of the quality of their provision for enterprise, and of its impacts, sometimes on the basis that they found aspects of enterprise challenging to define and difficult to evaluate. Stakeholders had, in the main, very positive views of the benefits of enterprise in education but few had attempted to support these views through systematic, recorded professional reviews of the evidence. The absence of reliable analysis of stakeholder opinions, direct observations of the quality of learners' experience, and information about outcomes, such as those used as the basis of this report, left the schools insufficiently well informed about the quality of the educational experience and the impact on pupils, and poorly placed to make key decisions to improve provision. Most centres and schools were aware of relevant national self-evaluation guidance for enterprise in education, and some had used these resources in general ways to inform their thinking. Very few had used the HMIE/*Determined to Succeed* self-evaluation guide as it was intended, to provide a robust contribution to reporting on standards and quality and as a tool for improvement planning.

The enterprising culture ...has not been achieved overnight. It has been the result of self-evaluation and development of the centre's own practice, using examples of good practice from elsewhere, over the last eight years. Our enterprising culture can be directly related to the four capacities of *Curriculum for Excellence*.

Further use of the quality indicators will help the school to focus on key priorities. Completing this self-evaluation has been a very useful exercise and has helped to give the school confidence that it is heading in the right direction, whilst also giving clear direction of the way forward.

There is a whole-school policy on enterprise, overseen by senior managers. The PT curriculum with responsibility for enterprise in education led in-service training for all staff in 2005, using *How good is our school at enterprise in education?*.

Reflections on self-evaluation in a pre-school centre, primary school and secondary school

Signpost to improvement



Self-evaluation, used effectively, improves practice in enterprise in education.

- › Centres give sufficient emphasis to gathering and analysing data on learners' attainment and wider achievement relating to enterprise.
- › Schools take the views of a wide range of stakeholders including learners themselves, parents, employers and the wider community.
- › Managers ensure they have reliable, first-hand evidence of the quality of pupils' learning experiences in enterprise, including those which take place outwith the school.
- › Evaluations are used to inform management decisions and result in clear improvements in pupils' experience and achievement.

6

Looking ahead

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This report records important progress in centres' use of enterprise in education as a powerful influence on young people's learning. Across the centres visited, enterprise in education had made important contributions to improvements in the nature of the curriculum, the design of learning activities for young people aged 3-18, learning and teaching approaches and pupils' creativity, attainment and wider achievement. Some of the key outcomes of enterprise in education can be summarised as follows.

- The enterprising learning approaches promoted by *Determined to Succeed* have built on and extended good practice in Scottish schools.
- Enterprise in education has harmonised successfully with other key developments in learning, in particular *Curriculum for Excellence*, drawing appropriate support from them and contributing its own, important influence.
- Learners' experience has improved through a range of different initiatives, all working towards common goals, with enterprise in education playing a full part.
- Centres and schools have made good progress in reaping the benefits of wider partnership working, with colleges, employers and a wider range of community agencies.
- Specifically, enterprise in education has confirmed the value of vocational approaches for all learners, and has permeated work-related thinking across the stages and throughout the curriculum.

However, there remains a significant challenge. It is to extend the impact and strategies of enterprise in education to achieve its full effect on all learners, and through all centres, as a basis for vocational learning for all young people. Schools have unfinished business, to extend and consolidate the influence of enterprise in education on mainstream learning and teaching. Building relationships with employers across all sectors of the economy will make a key

contribution to Scotland's Skills Strategy and help provide the improved vocational strategies recommended by the OECD report.

At least as far back as the early 1990s, research¹⁴ into the purposes and outcomes of links between business and education suggested the need for enterprise in education to secure its place in the “long wave reforms” of Scottish education. In the course of visits for this inspection, Inspectors found a high level of support for the concept of enterprise in education, confirming an important shift in the culture of schools and centres in Scotland. Centres and schools unanimously expressed the view that enterprise in education brought direct, significant benefits for learners' experience, achievement and attainment.

The implementation strategy for *Determined to Succeed* had been to work with the grain of other key initiatives, focusing on integration within established mainstream school improvement approaches. Such a strategy meant that many aspects of enterprise in education, in particular the use of enterprising approaches to learning and teaching, did not achieve, or indeed seek, a separate and distinct identity. This approach raises issues relating to the durability of enterprise as a separate and discrete theme, the capacity of schools and education authorities to monitor and track its effects, and attempts to apportion credit for learners' achievements. A narrower strategy, for example focusing purely on economic or entrepreneurial objectives, would have been much more visible, but it would have missed the opportunity for embedded, long-term influence in the curriculum.

It is an opportune time to consider how best to build on the achievements of enterprise in education, taking a more targeted approach in addressing the priority issues identified in *Improving Scottish Education* and *Skills for Scotland*. Part of the success of *Determined to Succeed* has been to support vocational developments and achieve influence, across the curriculum, which relates directly

¹⁴ *Plotting partnership: education-business links in Scotland*;
University of Stirling 1994

to employability. These are important themes which need to be fully reflected and sustained in current curriculum reforms, as encouraged by *Skills for Scotland*, to ensure that:

“... *Curriculum for Excellence* provides vocational learning and the employability skills needed for the world of work... (as).. the foundation for skills development throughout life.”

Enterprise has too often been seen as an influence, albeit an important one, from outwith the mainstream curriculum. Activities such as work experience, work shadowing, mini-enterprise and entrepreneurial programmes, and a wide range of activities aimed at increasing learners' employability and readiness for the world of work, have all been highly valued but seen as somehow tangential to the core business of learning. This range of activities for education for work and enterprise is a clear source of rich learning experiences, and therefore provides a very important reference at a time of curriculum reform. Enterprising approaches to learning are increasingly recognised as inherent within *Curriculum for Excellence*, and consistent with concurrent initiatives. Specific enterprise experiences and contexts continue to have the potential to achieve an influence far beyond the idea that they are merely “bolt-on” to mainstream educational experience.

Enterprise in education is being used thoughtfully and effectively to meet a broad range of learners' needs. It will be important that stakeholders continue to monitor changes in the environment, including the evolving nature of the Scottish population, its society and its economy and the continuing need to improve Scotland's ability to create and sustain new businesses. If enterprise in education is to continue to fulfil its potential, schools need to capitalise fully on the contribution of enterprise to *Curriculum for Excellence*.

7

Main recommendations

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1. Schools and centres should develop further their use of effective enterprise activities, projects and contexts as key features of pupils' experience in keeping with *Curriculum for Excellence*.
2. Schools should make full use of the resources and approaches of enterprise in education as part of their strategy for addressing underperformance at stage, departmental or school level.
3. Schools should make consistently effective use of enterprise in education as part of their strategies for employability and high-quality vocational experience, providing broad, enriching opportunities for all learners aged 3-18 whatever their abilities, interests and career aspirations.
4. Schools should continue to develop partnership approaches with colleges, businesses, employers and national organisations to create and sustain enterprise contexts to foster learners' achievement.
5. Schools and authorities should extend continuing professional development in enterprise, entrepreneurship and work-related aspects, and establish it as a regular feature for all staff and as part of leadership development.
6. Schools and centres should improve the consistency and effectiveness with which they evaluate the quality of enterprise experience and its impact on pupils' achievement and progression in learning and development.

Appendices

Appendix 1: Centres visited

Aberdeen Reading Radio
(Reading Bus CLD Project),
Aberdeen City Council

Bathgate Early Years Centre,
West Lothian Council

Buckhaven Primary School,
Fife Council

Carrick Knowe Primary School,
Edinburgh City Council

Clifton Hall School, Midlothian

Crosshill Primary School,
South Ayrshire Council

Culloden Academy, Highland Council

Darnley Visual Impairment Unit,
Glasgow City Council

Dounby Primary School,
Orkney Council

Dunfermline High School, Fife Council

Fox Covert Primary School,
Edinburgh City Council

Greenview School,
Glasgow City Council

Harris Academy, Dundee City Council

Inveralmond Community High
School, West Lothian Council

John Fergus School, Fife Council

Kildean School, Stirling Council

McLean Primary School, Fife Council

Mearns Castle High School,
East Renfrewshire Council

Newcastle Primary School,
Fife Council

Pollokshields Primary School,
Glasgow City Council

Raploch Primary School,
Stirling Council

Richard Stewart Nursery,
North Lanarkshire Council

Ross High School,
East Lothian Council

St Andrew's High School,
Fife Council

St Columba's High School,
West Dunbartonshire Council

South Ayrshire Young People's
Lottery Panel (CLD initiative)

S Crew 5 (CLD initiative), Stobswell,
Dundee City Council

Speyside High School, Moray Council

Stanecastle School,
North Ayrshire Council

Strathallan School, Perthshire

Studio 13 (CLD initiative), Lochaber
High School, Highland Council

Taylor High School,
North Lanarkshire Council

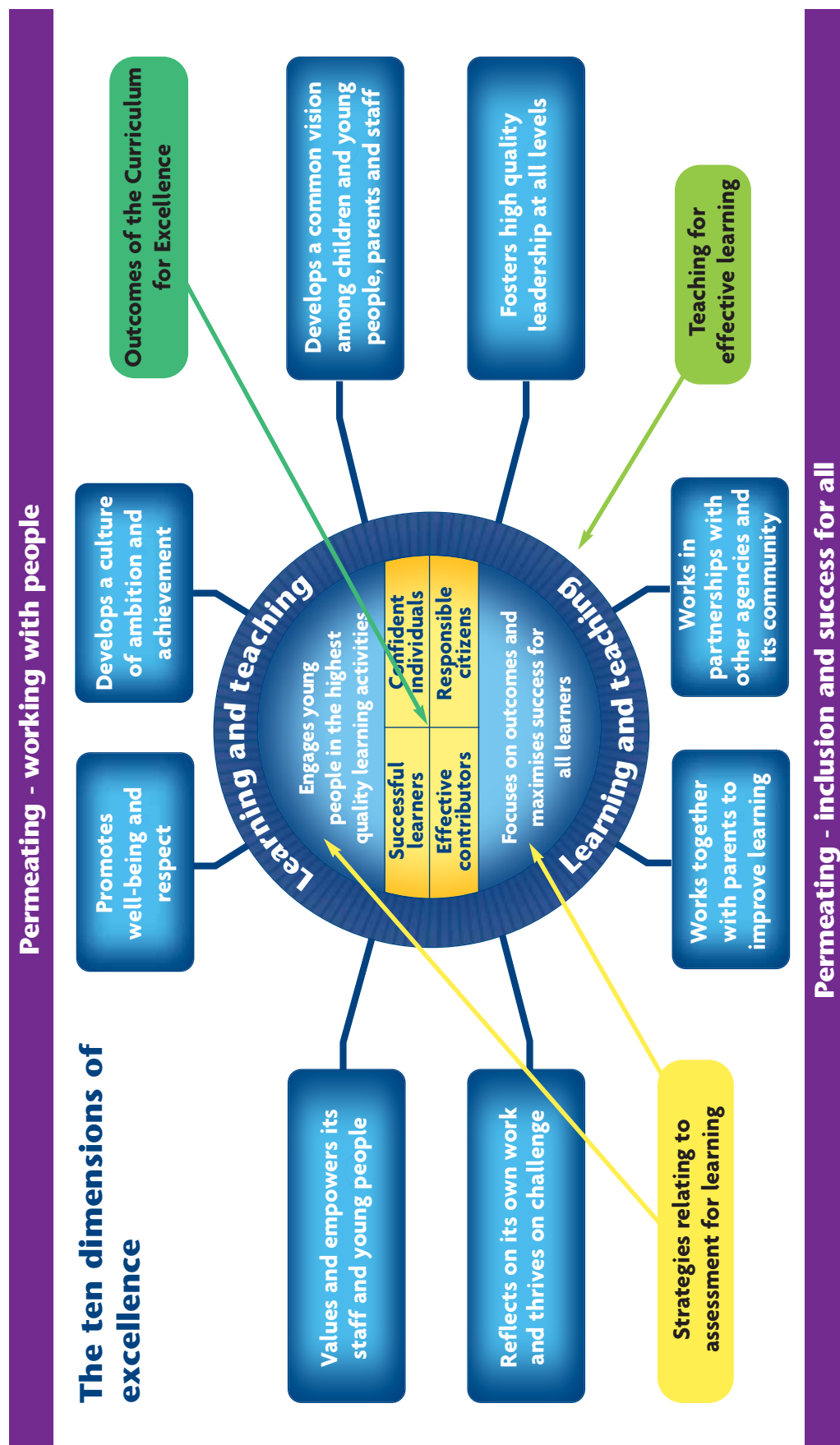
We Assess Awards Well (CLD
initiative), North Ayrshire Council

Westhill Academy,
Aberdeenshire Council

West Mains School, South
Lanarkshire Council

Woodhead Services (additional
support needs facility),
East Dunbartonshire Council

Appendix 2: The ten dimensions of excellence



Appendix 3: The four capacities as portrayed in *Excellence through Enterprise* (with acknowledgements to Learning and Teaching Scotland)

successful learners

who

- › are skilled in generic processes and activities such as core skills
- › appreciate the relevance of what they are learning
- › can use experiences in enterprise to reflect on other learning and make connections
- › are self-motivating and accept setbacks as learning experiences
- › can generate and act upon original ideas
- › understand transitions throughout life and the importance of making connections between past, present and future experiences

confident individuals

who

- › have a 'can do', 'be all you can be' attitude
- › are self-aware and can reflect on their own particular strengths, development needs, interests and aspirations
- › are skilled in planning, influencing, negotiating and teamwork
- › are creative, flexible and resourceful in managing change
- › have experienced challenging, entrepreneurial projects
- › have developed a constructively critical attitude towards commerce and business
- › take imaginative and informed approaches to problem solving involving calculated risks

responsible citizens

who

- › have knowledge and understanding of the nature of work and social and economic enterprise
- › understand the roles, rights and responsibilities of individuals as employees, managers, employers, entrepreneurs, investors, customers and global citizens
- › are willing to take responsibility for and accept the consequences of their own actions
- › understand the positive and negative contributions of technology and business to society
- › have knowledge and understanding of personal finance, as well as national and global economies

effective contributors

who

- › have an understanding and appreciation of the world of work, the value of different occupations and entrepreneurship and their contributions to the economy and to society
- › have knowledge and understanding of wealth creation and wealth distribution both nationally and globally
- › are willing to take the initiative and lead
- › actively engage in school and community life in a positive manner to the benefit of the school and the wider community
- › understand the roles and contributions to society of voluntary organisations
- › have experience of engaging positively with a wide range of people in society

Appendix 4: Improving Enterprise in Education: a self-evaluation tool

The CD included with this report provides an interactive self-evaluation tool which offers teachers, school managers and others with an interest in enterprise in education an enterprising approach to:

- evaluate the quality of provision in enterprise in education;
- relate the outcomes to relevant quality indicators from the third edition of *How good is our school?*, *Curriculum for Excellence*, and *Determined to Succeed*;
- produce an evaluative report on key areas with identified strengths and aspects for development; and
- gain a better understanding of the self-evaluation process and enterprise in education.

The CD has two main features:

- **a resources area** – which helps users access key national reference documents and provides links to the main websites relevant to enterprise in education; and
- **the self-evaluation tool**, where users can select from 13 topics to evaluate – nine based on HGIOS? quality indicators, and four based on the capacities of *Curriculum for Excellence*.

The CD has been designed to be used flexibly, to suit different users' circumstances and aims. For example, it can be used:

- across all subjects, curricular areas and sectors – pre-school, primary, secondary, special schools and community learning and development;
- by individuals for curriculum development or continuing professional development;

- by groups of teachers such as departments or faculties, or by school management teams to support and focus discussion about enterprise in education;
- by an enterprise coordinator for auditing, reporting or planning purposes; and
- with groups and individual pupils, engaging them in discussing and evaluating experiences such as enterprising approaches to learning, entrepreneurial opportunities, vocational programmes, work placements and career education.

TO USE THIS INTERACTIVE CD-ROM

PCs

Insert the CD into your CD-ROM drive. If the CD does not start automatically, click on Start, then on My Computer. This will open up a window. Double-click on the Enterprise in Education icon.

Macs

Insert the CD into your CD-ROM drive. Within the window this opens up, double-click on the HMIE.osx icon.

- The green text on each screen provides important information and instructions.
- Follow the on-screen instructions to access the self-evaluation programme and useful resources and website links.

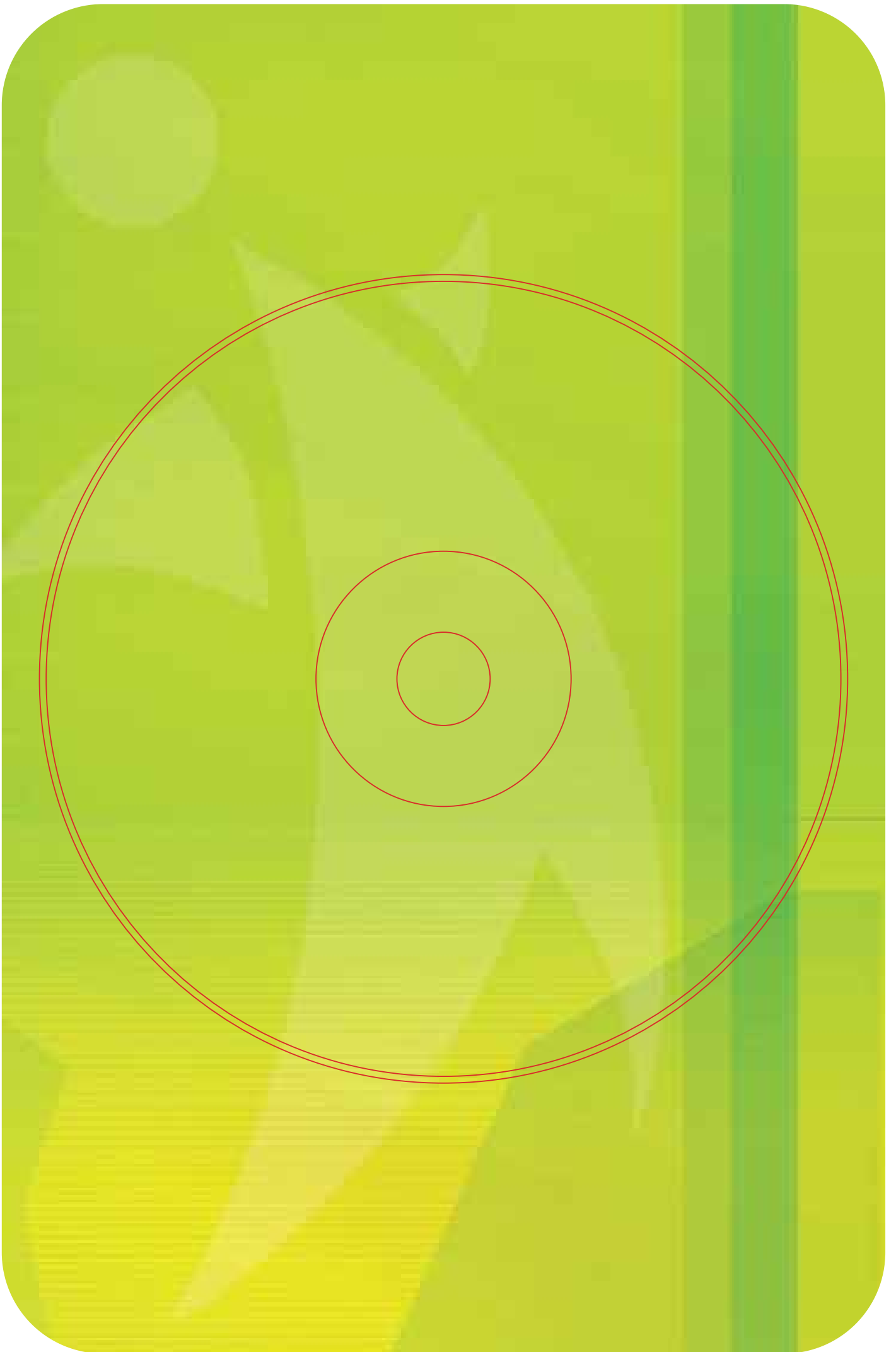
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- Microsoft Word or compatible software required to view Word resource files

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- Power Macintosh G4 450 MHz or higher
- Mac OS X 10.2.6, 10.3, 10.4, 10.5
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- Microsoft Word or compatible software required to view Word resource files



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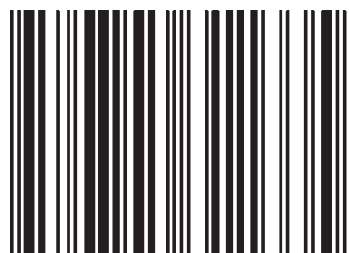
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