

No.	THEMES	LEVEL	EVIDENCE GATHERED	
1			KEY FEATURES	EVIDENCE
1.2	<p>Quality of Courses Or Programmes</p> <p>*breadth & balance</p> <p>*integration, continuity and progression</p> <p>*support and guidance for teachers</p>	<p>3</p> <p>3</p> <p>3</p>	<p>Courses have good balance between the various elements and are in keeping with the school's aims.</p> <p>Courses are planned and taught in an appropriate sequence and take account of needs, abilities and aspirations of pupils.</p> <p>Teachers receive helpful guidance in Enterprise in Education and have the opportunity to participate in appropriate training.</p> <p>Action Points: Increase Enterprise in Education activities to involve all pupils. Review the content and delivery of courses with particular reference to progression. Conduct full audit of provision. Review staff responsibilities for Enterprise in Education, careers and Work Experience.</p>	<p>Key staff deliver 'Get into Enterprise' in S1 (2002/3) and 'Up for Enterprise' 2003/4. Mini Enterprise companies in S1, 3 and 4. Achievers International in S6. SQA Modules for S4 of Int 1. Business Dynamics in S5/6. Who wants to be an entrepreneur? Subject curriculum inserts re 'World of work' which are audited.</p> <p>Key role for enterprise in PSE programme. Discrete curriculum inserts. EFW audit and good practice. ICT across the curriculum.</p> <p>Some staff have taken the opportunity to improve expertise</p> <p>Get into Enterprise Up for Enterprise Curricular audit of 'World of Work' by PTs Involvement also of Young Enterprise (Scotland) and Enterprise Education Support Officers. NOF training. World of Work Policy Statement.</p>

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2			KEY FEATURES	EVIDENCE
2.1	<p>Attainment in Coursework</p> <p>* the school's progress in raising attainment</p> <p>* pupils' progress in learning</p> <p>* pupils' attainment in relation to national 5-14 levels and/or in national examinations</p> <p>* evaluations across other related quality indicators</p>	<p>3</p> <p>2</p> <p>3</p> <p>3</p>	<p>Attainment in Enterprise in Education activities is good in terms of coursework, PSE and contextualised subjects. Positive attitudes to Work Experience, NQ courses.</p> <p>Evidence of 'value added' relative to attainment and experience.</p> <p>5-14 attainment levels are satisfactory across a range of aspects.</p> <p>Strong evidence that pupils have contributed to the maintenance of high standards of attainment.</p> <p>Action Points Need to review progression linked to pupil progress. Clear need for better and more integrated course delivery.</p>	<p>Positive student feedback relative to PSE input S1-6. Pupil Council Meetings. Skills of citizenship. Overall upward trend in attainment in S4 + 5.</p> <p>Audit of S1/2, S3/4, S5/6 – World of work Experiences. Planned delivery through PSE. Scottish Opera Project. Planned introduction of Young Enterprise Activities in a planned and progressive way.</p> <p>Audit of provision in S1+ 2 indicates good progress. Strong performance in national testing. Review of performance by other Principal Teachers. NQ evidence in S 4.</p> <p>Planned programme delivery. Classroom monitoring by SMT. PSE input and evaluation. Programmes to develop self -esteem. Attendance at 'Get Into Enterprise' and Business Dynamics courses.</p>

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3.	Learning and Teaching		KEY FEATURES	EVIDENCE
3.3	Pupils' Learning Experiences * 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 4 3	The learning environment is stimulating and challenging. Enterprise in Education tasks motivate pupils to work well. The pace of learning enables good progress in programmes of Enterprise in Education. Pupils take responsibility for learning, thinking for themselves and planning for improvement through Enterprise in Education activities. Group work is encouraged with assistance of professionals from external links in industry. Action Points Need for whole school approach to Enterprise in Education activities.	Enterprise for work inserts in the curriculum eg Art & Design, Music, Tech Ed, PSE etc. Speakers arranged S2/3 to match pupils interests viz a viz careers. Enterprise in Education Groups/Achievers allows pupils to take the initiative and work without close supervision. Certification in S4 Enterprise Group. Positive report from PTs via Review Meetings on pupil's progress linked to Enterprise in Education. Planning and assessing own progress in Enterprise activities eg self-evaluation forms. Value is placed on individual achievement – certification, Work Experience reports, diaries/log books. Participation in Enterprise Activities – Challenge Days in S1; S6 start and run a business enterprise – Achievers International. Work shadowing. Work Experience. Business dynamics course. Grants Food Challenge.

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3.4	<p>Meeting Pupils' Needs</p> <ul style="list-style-type: none"> * choice of tasks, activities and resources * provision for pupils with differing abilities and aptitudes * identification of learning needs 	<p>3</p> <p>2</p> <p>2</p>	<ul style="list-style-type: none"> * Enterprise in Education tasks are matched to pupils' needs with resources to support activities. * Opportunities are provided to work with external agencies. * Provision of differentiated materials, relating to Enterprise in Education activities. * Pupils learning needs identified and addressed in relation to Enterprise in Education activities. <p>Action Points Need to develop a range of teaching approaches across the curriculum to foster positive attitudes to enterprise. Differentiated materials to be developed by Learning Support Staff. Interest and aptitudes of all to be met. Pupils to be involved in evaluation of all activities.</p>	<p>Work Experience in S4. Business Dynamics S6. Work Shadowing S6 Achievers S6.</p> <p>Speakers from business to address S2/3 eg architect, builder, police etc. Speakers in S5 re careers. Visits by Tech Ed, Art, Music, linked to Enterprise in Education. Make it in Scotland Road show S2. Mock interviews. Scottish Opera. Zoolab and Science Road show.</p> <p>As per curricular inserts. Support for Learning initiatives to support pupils eg college placement.</p> <p>Learning Support Staff contribute to meetpupil's needs so that there are no barriers to Enterprise in Education coursework and progression.</p>

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4	Support for Pupils		KEY FEATURES	EVIDENCE
4.2	Personal and Social Development			
	* planned approaches to promoting personal and social development	3	<ul style="list-style-type: none"> Teachers are committed to and active in promoting whole school strategies related to Enterprise in Education. 	<ul style="list-style-type: none"> Some staff are involved in activities relating to Enterprise in Education e.g. leading Enterprise Groups, organising Work Experience/ Industrial Awareness Days etc. Most departments have curricular inserts/activities linked to Enterprise in Education.
		3	<ul style="list-style-type: none"> There are frequent opportunities for pupils to be praised including by those involved in Enterprise in Education. 	<ul style="list-style-type: none"> Pupils are praised informally by staff and formally via Letters of Commendation, the Rewards System, Prizegiving etc. Opportunities for praise from those involved in Enterprise in Education are limited.
		3	<ul style="list-style-type: none"> Programmes are in place including special focus activities to develop personal and social skills and to develop the skills of citizenship. 	<ul style="list-style-type: none"> PSE programmes S1-S6 Circle Time Anti-Bullying Initiative Community Involvement Module (S6) Pupil Council Meetings Ad hoc Charities Events Limited planned opportunities to develop the skills of active citizenship.
	* pupils' progress in developing positive attitudes and personal and social skills	3	<ul style="list-style-type: none"> Pupils are making good progress towards the development of self-esteem and they cooperate well with others both within school and in enterprise visits or activities. 	<ul style="list-style-type: none"> All pupils are involved in activities via subject and PSE programmes to develop self-esteem and independence of mind. Most pupils cooperate well with others in school and with those involved in Enterprise in Education activities.
	* contribution of extra-curricular and other activities	4	<ul style="list-style-type: none"> There are opportunities for extra curricular activities and enterprise projects. <p>Action Points</p> <ul style="list-style-type: none"> Continue to raise profile of Enterprise activities and to include all staff. Increase Enterprise in Education activities so that all pupils are involved. Increase planned activities to develop citizenship. 	<ul style="list-style-type: none"> PE activities organised by PE staff and the Sports Co-ordinator. Scottish Opera initiative S2. Get Into Enterprise S1. Enterprise Groups S2 & S4 Make It in Scotland S2 Achievers Group S6 Work Experience S4 Work Shadowing S6 Industry Awareness S5/6 Grants Food Challenge (S5/6 HE)

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			KEY FEATURES	EVIDENCE
4.3	Curricular and Vocational Guidance	4	Range of approaches to transitional stages which meet pupils and parents needs.	<ul style="list-style-type: none"> • Pupils' self-assessment of abilities, interests and personal qualities via PSE and Enterprise in Education initiatives. • Access to careers information via careers library and careers adviser. • Work experience and work shadowing opportunities. • Visits to Colleges/Universities. • Visiting speakers from Industry. • Personal research opportunities available in school library including use of ICT facilities. • Approaches at transitional stages match most pupils' needs. • Pupil and parental access to careers information including use of in-school ICT facilities Plan -it, Targ -it etc. • Equal Opportunities is a feature of Options Programmes evident in PSE materials, careers talks, speakers etc. • Parents get the opportunity to access appropriate software via parental workshops for example.
	* preparation for choice in education, training or employment			<ul style="list-style-type: none"> • Up to date information available in library and via guidance staff/careers adviser. • Pupils have access to information via ICT (Internet) within school eg Plan -it, Targ -it, careers insert S1/2 via PSE. • Option booklets updated annually via a vis content and presentation. • Individual career/guidance interviews with guidance staff and careers adviser. • UCAS programme.
	* the accuracy and relevance of information and advice	4	Information on careers, further learning is clear and accurate and up to date. Work Experience/Enterprise opportunities provide experience of working life.	

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	* the extent to which guidance is founded on appropriate consultation	4	<ul style="list-style-type: none"> • Guidance staff are well informed on pupils needs and liaise with subject staff. • Exchange of information with careers advisers is effective. • Interviews with guidance and careers staff are available and appropriate activities used for Enterprise in Education are offered. 	<ul style="list-style-type: none"> • Exchange of information between guidance and subject staff is effective. • CV's, job applications writing, interview techniques, mock interviews, via Work Experience National Units and PSE. • Participation in Careers Road shows .. • Careers officer liaises effectively with S4 and S5, guidance staff re meetings, individual appointments etc. • Guidance staff inform careers advisers about specific pupils' needs/aspirations re future learning and/or employment. • Pupils and parents are offered individual interviews with relevant staff and/or with careers advisory staff.

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4.8	Links with other schools, agencies, and employers			
	* links with the local authority or other managing body	2/3	<ul style="list-style-type: none"> There are effective links with the Local Authority to support Enterprise in Education. Roles and responsibilities clearly defined. 	<ul style="list-style-type: none"> There are identified Local Authority personnel with clear roles and responsibilities to assist the school with Enterprise in Education. The Head Teacher regularly liaises with Local Authority staff as appropriate to seek information and advice on Enterprise in Education. Participation in Business Dynamics. Up for Enterprise. Get into Enterprise. Industrial Awareness days. Work Experience/Shadowing. Achievers International. S1 Enterprise induction days. Enterprise companies in individual year groups. Regular meetings with Careers Scotland staff and school work experience co-ordinator. Support and advice is forthcoming when requested. Apart from Head Teacher no named school individual with responsibility for communicating Enterprise in Education.
	* links with other educational establishments	4	<ul style="list-style-type: none"> Links with other schools, FE/HE establishments are effective to enable the transfer of appropriate information on pupils' progress and attainment and learning needs. 	<ul style="list-style-type: none"> Information is transferred as appropriate GOALS project Young Enterprise Christmas Leavers College Link
	* links with voluntary organisations, the wider community and employers	2/3	<ul style="list-style-type: none"> There are links/partnership with employers, industry and the wider community to support pupils' needs. <p>Action Point Apart from Head Teacher no named school individual with responsibility for communicating Enterprise in Education.</p>	<ul style="list-style-type: none"> Links established with employers, industry and the wider community via Work Experience/Shadowing programmes, Business Dynamics, Industrial Awareness days. Industrial and local representatives from the community invited to speak to pupils on a variety of careers topics eg law, armed forces, banking etc. Scottish Opera Sports co-ordinator Links

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	* links with statutory organisations	3/4	<ul style="list-style-type: none"> • An effective partnership exists between the school and outside agencies to support school pupils. <p>Action Points Identify named person for responsibility for Enterprise in Education.</p>	<ul style="list-style-type: none"> • The school and outside agencies collaborate effectively via SAT/CAT meetings to meet pupils' needs. • A representative from the SAT attend all meetings. • Appropriate feedback is given to staff re outcomes of meetings. • Appropriate pathways are found for pupils who can no longer work effectively within mainstream schooling. • Careers Scotland linkage.

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		2	Pupils feel confident in recognising and addressing discrimination.	Issues are raised with pupils via PSE, assemblies etc but these are not consistently highlighted to pupils.
		2	<p>Staff pupils and visitors feel safe, valued and secure.</p> <p>Points for Action:</p> <ul style="list-style-type: none"> (i) Selection criteria for Enterprise in Education Groups to be more transparent. (ii) Planning to take place (via SIP) to include all pupils in Enterprise in Education activities. (iii) Key issues relating to equality/diversity to be discussed – on a planned rather than ad hoc basis. (iv) Citizenship courses to include more practical activities. (v) Consistent approach to equality issues relating to sexual discrimination etc. implemented by all staff. 	Most staff and pupils and visitors feel safe and secure.

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5.4	Partnership with parents, The School Board & Community			
	* encouragement to parents to be involved in their child's learning and the life of the school	3	Parents support and participate in Enterprise in Education activities.	School Board Involvement in mock interviews and enterprise speakers. Issues raised through Newslines.
	* procedures for communicating with parents	3	The school employs effective methods of communicating with parents.	Newslines. Cumnock Chronicle. Enterprise in Education raised at Parents Evenings and Prize Giving. Work Experience documentation. Achievers programme. School Web site.
	* information given to parents about the work of the school	3	Well presented information available to parents about a range of aspects of Enterprise in Education within the school.	Education for Work Policy Statement (Feb 2001) Participation of Parents and Board in policy formulation. Standards and Quality Report summary documents. World of Work Policy.
	* links between the school and School Board	3	The Headteacher has well developed links with the Board. The partnership generates substantial benefits and is valued by all concerned.	Minutes of School Board Meetings. Participation in mock interviews and entrepreneur programme in S5/6.
* the school's role in the local community	4	The school makes a strong contribution to the life of the community.	Drama and Music Productions involving Brass and Pipe Bands. Dance displays. Scottish Opera Project. Sports teams. P7 + S1 Open days. Coffee mornings. Mock interviews. Collaboration with local sports associations. Promotion of local and national partnerships.	
			Action Points * Through the School Board co-ordinate a parental response to the audit document. * Inclusion of some form of reporting of Enterprise in Education. * Need to develop parental information sheets following whole school audit.	

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	* display and presentation of items of interest	4	<ul style="list-style-type: none"> • Well presented and regularly changed display or work and other items of interest to support teaching/learning and create a stimulating atmosphere re Enterprise in Education. <p>Points for Action</p> <ul style="list-style-type: none"> (i) Named person responsible for Enterprise in Education, including the monitoring of resources. (ii) Storage system re Enterprise in Education requires coordination and effective monitoring by this named person. (iii) Evaluation of resources re Enterprise in Education to include pupils and staff. 	<ul style="list-style-type: none"> • Pupil achievement highlighted via photos/reports in foyer/newspaper/local paper. • Departmental displays Tech/Business Studies etc. • Art/Tech displays of products at parents evenings. • Post school – careers education. • University. • Career paths etc (Library)

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6.4	Staffing * provision of staff	2	<ul style="list-style-type: none"> Sufficient teaching staff to provide an appropriate Enterprise in Education related programme per all pupils including those with special educational needs. 	<ul style="list-style-type: none"> limited staff involved in enterprise activities. Departments offer Enterprise in Education through work related activities in curriculum (World of World) Learning support department assist pupils with SEN eg arrange college placements.
		3	<ul style="list-style-type: none"> Teachers are adequately supported by ancillary and auxiliary staff and other professionals. 	<ul style="list-style-type: none"> Enterprise in Education support officers available. Local business links (speakers/business visits/Work Experience, Work shadowing etc. World or Work) Support from ancillary staff re Work Experience Programme. Science – outside agencies (road shows and presentations).
	2	<ul style="list-style-type: none"> The school has ready access to qualified supply staff and has good arrangements in place for them to operate effectively in aspects of Enterprise in Education. 	<ul style="list-style-type: none"> Availability is often limited and/or inadequate. No arrangements in place for supply staff to operate effectively re Enterprise in Education. 	
	3	<ul style="list-style-type: none"> There is a good balance of experience in Enterprise in Education among staff. Teachers are knowledgeable about child development and learning through Enterprise in Education. <p>Points for Action</p> <ul style="list-style-type: none"> (i) Staff development programme highlighted (CPD) (ii) Enterprise in Education inset to encourage more staff to become involved. (iii) Need to develop further links with business. 	<ul style="list-style-type: none"> Limited staff trained in “Enterprise”. Enterprise in Education activities within curriculum (World of work) Business Partnerships – Business Dynamics. Careers Scotland – Workshadow. School involvement in Enterprise in Education programmes. <ul style="list-style-type: none"> - Make it Scotland. - Achievers International - SQA modules - One day Enterprise activities. 	
	* experience, qualifications and expertise of staff			

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7.3	<p>Planning for Improvement</p> <p>* the improvement plan</p> <p>* action planning</p> <p>* the impact of planning</p>	<p>4</p> <p>4</p> <p>3</p>	<p>The improvement plan is well organised. It accurately summarises strengths and areas for development and progress in Enterprise in Education.</p> <p>Developments are linked to local improvement objectives and national projects in Enterprise in Education.</p> <p>Clear plans for the implementation of Enterprise in Education and clear links to whole school plan. Targets, tasks and timescales are clearly defined and success criteria are specific, measurable and achievable.</p> <p>Resources and staff development are costed.</p> <p>Developments in Enterprise in Education in previous plans are maintained.</p> <p>The implementation of planned activities in Enterprise in Education has improved the quality of pupils' experiences and impacted on attainment.</p> <p>Stakeholders are fully engaged at each stage and are committed to the plan.</p> <p>Action Points Enterprise activities extended to all year groups.</p>	<p>Enterprise in Education aims are clearly identified within the school Improvement Plan and are linked to local and national priorities. (eg Development of Enterprise in Education policy).</p> <p>Targets related to Enterprise in Education provide long term strategy for improvement in key areas. (eg Development of enterprise activities across all year-groups).</p> <p>Enterprise in Education initiatives are audited annually to highlight good practice and identify forthcoming priorities. (eg Enterprise in Education curricular inserts, PSE etc)</p> <p>Logical structure involving priorities, targets, evaluation and resourcing.</p> <p>Separate funding for Enterprise in Education for past few years.</p> <p>Use of success criteria to evaluate initiatives. (eg HGIOS)</p> <p>Progress monitored during sessions at SMT and PT levels.</p> <p>Improvement plan focus on Enterprise in Education at PT review meetings.</p> <p>World of Work audit.</p> <p>Enterprise in Education on maintenance agenda.</p> <p>S1 Enterprise Activity day.</p> <p>S2 Enterprise Activity day.</p> <p>Certificate course in S4.</p> <p>Achievers group in S6.</p> <p>Industrial Awareness days.</p> <p>Strong links to outside agencies through work experience and mini company activities.</p> <p>Continued improvement in quantity and quality of Enterprise in Education activities in departments.</p> <p>Monitoring of Enterprise in Education activities by SMT.</p>

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7.5	Effectiveness and deployment of staff with additional responsibilities			
	* remits and deployment	2	Clearly defined and understood Enterprise in Education remits. There is an SMT remit covering Enterprise in Education outcomes. Identified member of staff with Enterprise in Education coordination role.	Clearly defined remit for SMT (Headteacher) for Enterprise in Education in school handbook. (in EFW policy statement) Number of staff involved in delivering aspects of Enterprise in Education. Ongoing discussions of Enterprise in Education developments at SMT and PTs meetings.
	* individual effectiveness	3	Staff with responsibility for Enterprise in Education, produce high quality work. They demonstrate effective management skills, excellent communication skills and where appropriate teaching is best practice.	Open communication with staff at all levels. Minutes of meetings available to all. High quality Enterprise activities planned and organised with support of all staff. (eg Industry awareness days, Get into Enterprise, Achievers International). Well organised work experience opportunities reflect good relationships with local community.
	* corporate effectiveness	2	Managers form effective teams and work well with other staff in a team approach. The work of teams across the school is structured and managed to focus on quality improvement in Education in Enterprise. There are strong links with external agencies. Action Points <ul style="list-style-type: none"> • DHT remit with Enterprise in Education • Appointment of PT for Enterprise in Education • Develop EFW into Enterprise in Education Policy • Team Approach – across the wider school and formal links with guidance. 	Committee appointed to develop Enterprise in Education policy. Meetings have structure agenda and minutes are kept. High profile management style used to effectively monitor classroom practice. (eg SMT visits to monitor L+T focus on EFW). Information dissemination at weekly SMT and PT meetings. Agenda and minute. Good links with outside agencies such as Careers Scotland, EBP etc.

Auchinleck Academy

Enterprise in Education Audit

November / December 2003