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Gillian Morris
Chief Executive
Kingston and Merton Education Business Partnership
Omega Works
17 Rodney Place
London SW19 2LQ

Dear Gillian

**Kingston and Merton Education Business Partnership's (KMEBP)
Microsociety programme**

Thank you for facilitating the visits to Merton primary schools to look KMEBP's Microsociety programme. As you are aware, my colleagues and I visited five schools during the period 15-17 June. All the visits proved very positive and provided us with extremely useful evidence that will contribute to our national findings and assist us in providing advice to the DCSF on economic and business education in primary schools. Individual letters summarising the aspects of good practice we observed and listing any areas for further improvement have been sent to the headteachers of the schools we visited. These letters will be published on the Ofsted website and sent to the local authority once they have been agreed. The following provides a summary of what we collectively felt were the main strengths of the programme and some suggestions as to how it might be improved further.

Our overall evaluation is that the programme provides pupils with very good learning experiences to develop their economic and business understanding and their enterprise skills and has excellent potential for further development.

Main strengths identified

- Pupils' high level of enjoyment and engagement in the programme.
- The promotion of pupils' confidence and self-esteem through making their own decisions and running their own enterprises.
- The good development of pupils' independent learning, team working and problem solving skills.
- The effective development of pupils' communication, presentational and social skills.
- The good examples of pupils reflecting on their learning and developing their thinking about issues.

- Activities that required pupils to develop the skills of 'multi-tasking' and managing their time effectively in order to meet tight deadlines.
- The way in which pupils were starting to develop a basic understanding of economics and business vocabulary and key ideas.
- The use of activities and adults other than teachers to develop pupils' understanding of different jobs and roles.
- The use made in one school of parents and pupils from other year groups to develop pupils' understanding of customer care and how to meet different needs.
- The development of pupils' skills in planning activities and recording data.
- The excellent opportunities the programme provides for developing citizenship education and applying literacy, numeracy and information technology skills.
- The excellent classroom management shown by many of the teachers observed and their skill in knowing when to intervene and provide additional support.
- The high quality of training and the resources provided by KMEBP to support the programme.

Suggested areas for development:

- identifying more precise learning objectives and developing better ways of measuring pupils' progress in achieving them
- probing pupils' understanding of technical vocabulary and key ideas and helping them develop their thinking through the use of more effective questioning techniques
- ensuring all pupils are sufficiently challenged by the activities, for example by encouraging pupils to take on different roles in their societies
- setting the Microsociety programme in the broader curriculum context for economic well-being and financial capability for pupils aged 5-16.

I hope these comments are helpful to you in taking the Microsociety programme forward.

Yours sincerely

David Butler HMI
Specialist Adviser for Business & Enterprise Education
Ofsted