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Miss R Coogan  
Headteacher  
Our Lady of the Assumption Catholic Primary School  
Hawthorn Lane  
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Coventry  
CV4 9LB

Dear Miss Coogan

Ofsted subject survey: developing children's economic well-being in primary schools

Thank you for your hospitality and cooperation, and that of your staff and pupils, during my visit on 2 November 2009 to look at work in developing children's economic well-being.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent. All feedback letters will be published on the Ofsted website at the end of each half term.

The evidence used to inform the judgements included: meetings with parents, pupils, the senior leadership team, the chair of governors, a local authority adviser and the headteacher of a neighbouring primary school; documentation, including schemes of work, the school improvement plan and self evaluation; pupils' work; visits to lessons in each year group to meet pupils and discuss their learning.

The overall effectiveness of the provision to develop pupils' economic well-being was judged to be good.

Aspects of economic well-being that were the focus of this visit included pupils' understanding of basic economic and business ideas, their awareness of personal finance issues and the development of enterprise-related skills such as team working and problem solving.

Features of good practice observed

- Pupils have good attitudes to learning and, according to school data, their attendance at school is now above average.
- As a result of good provision, pupils are developing a sound understanding of basic economic and business ideas and money management

appropriate to their age. For example, older pupils are well aware of the importance of saving to obtain things that they really want and for gifts they wish to buy for others. They have a good idea of the different jobs adults do and how, depending on the nature of the job and the qualifications and training needed, different jobs provide different levels of income.

- Pupils are polite, supportive of each other and able to work cooperatively. As a result, they are developing valuable team-working and problem-solving skills.
- Pupils are gaining a good understanding, relevant to their age, of money, shopping, about different jobs, about trade and about economic differences between people in this country and internationally. This is because teaching and learning about real-world contexts are integrated throughout the curriculum.
- The emphasis on a skills-based curriculum means that all pupils, regardless of their ability, are constantly engaged in practical problem-solving activities, making decisions, working together as a team and taking responsibility, whether within formal lessons or in the extra-curricular and enrichment activities that take place.
- Effective links exist with businesses and adults other than teachers, which enhance the provision and provide pupils with good opportunities to learn about the different jobs people do.
- Leadership and management of provision in this area are good and effective self-evaluation is supported by extensive and clearly identified evidence.

Areas for development, which we discussed, include:

- identifying appropriate learning outcomes so that expectations about pupils' learning and their development of skills in this area are understood and agreed
- considering how to develop methods of assessing pupils' progress in developing skills and understanding in this area.

I hope these observations are useful for the future development of work in this area.

As I explained previously, a copy of this letter will be sent to your local authority and will be published on the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Gwen Coates  
Her Majesty's Inspector