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Ms A Bird
Headteacher
Dickens Heath Community Primary School
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Dear Ms Bird

Ofsted 2010–11 subject survey inspection programme: 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 24 June 2010 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 settings will not be identified in the main text without their consent.

The evidence used to inform the judgements included: interviews with staff and pupils; scrutiny of relevant documentation; analysis of pupils' work; observation of an assembly; and a learning walk around the school that included presentations by the pupils and observation of learning activities in almost all classes.

The overall effectiveness of the provision to develop children's economic well-being is outstanding.

Features of good practice

- Pupils have very good attitudes to learning. They work very well collaboratively, are supportive of each other and their behaviour is excellent.
- Pupils demonstrate a high level of reflection in the review of what they have learnt, in agreeing their own targets for improvement with their teachers and in determining how they have achieved these.
- They develop a very good knowledge and understanding, appropriate to their age, of economic, environmental and global issues, such as poverty and fair trade.

- Pupils have a very good understanding and well-developed sense of responsibility in the importance of maximising sustainability of resources, including, for example, ways of achieving this by recycling, re-using resources and reducing energy costs.
- Teachers encourage pupils to use information and communication technology (ICT) as a research tool and this contributes extremely well to their overall awareness of economic issues. Pupils use their well-developed ICT skills to produce high-quality presentations.
- The extremely well-planned, topic-based curriculum provides a very relevant and stimulating context in which pupils acquire and can apply their learning about economic and business concepts, and develop appropriate life skills, such as problem-solving, communication, team-working and negotiation.
- The programme to develop pupils' economic well-being is explicit and coherent. Although its position within the overall learning outcomes for the curriculum enables economic well-being to be assessed, the school recognises that its explicit assessment is an area for development.
- The school provides very well-managed opportunities for pupils to use their own initiative and develop organisational and decision-making skills, throughout the curriculum and in both mini-enterprise activities and fundraising activities.
- Good links with businesses and other organisations provide pupils with good opportunities to learn about the different jobs that people do and encourage their aspirations towards future career choices.
- The school has a strong culture of continuous improvement. Very good communication within the staff and senior leadership team supports very thorough planning, monitoring and evaluation of the development of children's economic well-being within the school.

The area for development, which we discussed, includes:

- fully implementing plans to develop more explicit methods of assessing pupils' progress in acquiring the knowledge, skills and understanding linked to economic well-being, as they move through the school.

I hope that 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 Ofsted's website under the URN for your school. It will also be available to the team for your next institutional inspection.

Yours sincerely

Russell Jordan
Her Majesty's Inspector