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Mr A Leach  
Headteacher  
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Dear Mr Leach

### **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 the staff and pupils, during my visit on 29 June 2010 to look at work in business education.

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.

The evidence used to inform the judgements included interviews with staff and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of three lessons.

The overall effectiveness of business education, including the development of children's economic and business understanding and financial capability is good.

#### **Features of good practice**

- Pupils develop a good knowledge and understanding, appropriate to their age, of economic and global issues, such as poverty and fair trade, and a good awareness of the moral issues surrounding global economic concepts.
- They have a very good understanding and well-developed sense of responsibility of the importance of environmental issues, such as the sustainability of resources and maintaining bio-diversity.
- Pupils gain a good understanding, relative to their age, of the value of money and a sound understanding of money management. Good work takes place on costing and budgeting.

- The topic-based curriculum provides a stimulating context in which pupils are able to acquire a basic understanding of economic and business concepts and apply their learning. However, the school does not yet assess pupils' progress in relation to this.
- The curriculum incorporates a very strong international theme that is successful in developing pupils' cultural awareness and understanding of life and economic conditions in different countries.
- The school provides well-managed opportunities, throughout the curriculum, for pupils to use their own initiative and develop appropriate life skills, such as problem-solving and team-working. Examples include mini-enterprise and fundraising activities, and the 'forest school' where pupils acquire and apply these skills through play and exploration.
- Pupils have good opportunities to learn about the different jobs that people do, and the school is successful in encouraging their aspirations towards future career choices. However, there is scope for further strengthening of links with businesses and other organisations.
- Staff and the senior leadership team have established a successful strategy to develop environmental aspects of pupils' economic well-being. They have achieved this by extending the focus on sustainability of resources into the maintenance of bio-diversity, and by enabling pupils to develop appropriate life skills in a stimulating outdoor environment.

**Areas for improvement, which we discussed, include:**

- extending the range of links with businesses and other organisations to add further breadth and depth to the curriculum
- considering how to develop 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 as you continue to develop business education in the school.

As I explained previously, a copy of this letter will be sent to your local authority and will be published on the Ofsted 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**