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Mrs L Whyte
Headteacher
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Dear Mrs Whyte

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 1 July 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, and observations of a variety of lessons from Reception to Year 6.

The overall effectiveness of business education, including the development of pupils' economic and business understanding and financial capability, is outstanding.

Features of good practice

- Pupils have very good attitudes to learning. They are polite, supportive of each other and work well collaboratively. Their basic skills are strong. Pupils demonstrated that, appropriate to their age, they have a good understanding of concepts, such as taxation and government spending, profit and costs, and value for money.
- A wide range of visitors to the school helps pupils to develop a very good understanding of different careers and raise their aspirations.
- Support for charities enables pupils to learn about the issues the charities seek to tackle and provides opportunities for enterprise-related activities. They enjoy the excellent, regular and frequent opportunities for enterprise activities.

- A feature of the lessons observed was the very good teaching about money, relevant to pupils' ages. Teaching was accurate and confident. All teaching observed in the different year groups engaged pupils very well. Through reference to impressive contributions to charity appeals, pupils understand important economic differences between life in England and developing countries. For example, in Year 1, pupils were following up earlier charitable money-raising by writing a letter to a Haitian child asking them how their life had changed for the better over the last few months.
- Pupils have many good opportunities to take responsibility, make decisions, work in teams and engage in solving practical problems. They develop self-confidence through taking part in these activities. Pupils develop a very good understanding of basic economic and business ideas and money management appropriate to their age.
- The school council plays an effective role in raising funds for charities and other good causes, improving the environment and other aspects of the life of the school, and contributing to the school development plan.
- School leaders work well together to ensure progression in pupils' economic understanding. Several projects have clear learning intentions and pupils are assessed in different ways, including through self-assessment. Each activity is evaluated by staff. Well-developed plans are in place to use the UNICEF 'rights, respecting schools' programme to bring even greater coherence to the experience of pupils and to better monitor their learning across all aspects of economic and business understanding.

The area for development, which we discussed, includes:

- further developing the coherence of the school's provision and monitoring pupils' experiences and the progress they make in developing economic well-being and financial capability by implementing existing plans.

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 the Ofsted website under the URN for your school. It will also be available to the team for your next institutional inspection.

Yours sincerely

Adrian Lyons
Her Majesty's Inspector