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Miss B Martino
Headteacher
St Anne's Catholic Primary School
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West Yorkshire
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Dear Ms Martino

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 23 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; observations of an assembly and two lessons; and brief visits to three lessons.

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

Features of good practice

- Pupils have good opportunities to develop enterprise-related employment skills, including taking responsibility, making decisions, working in teams and solving practical problems. As a result, they have good attitudes to learning, are polite, supportive of each other and self-confident.
- Pupils have good opportunities to engage in activities related to developing their financial capability and plans are in place to develop this further. Appropriate to their age, pupils are gaining a good understanding of the value of money and aspects of money management.
- Older pupils are acquiring a growing awareness of global economic problems, and related moral issues, for example in relation to poverty. The Catholic ethos of the school promotes and supports this well.

- Links with business and other adults provide pupils with good opportunities to learn about different occupations, which widen their experience and raise their aspirations.
- Those pupils who are members of the School Council take their responsibilities seriously and approach them in a business-like manner.
- Teachers encourage pupils to use information and communication technology responsibly as a means of communication and as a research tool. This contributes positively to the development of their work-related skills.
- Teachers are very well-informed and skilled in introducing aspects of economic well-being, such as financial capability and economic and business concepts, into their lessons, which enable pupils to make good progress in learning and developing skills in this area.
- Pupils have good opportunities to develop their understanding of the importance of sustainable resources, for example in relation to recycling and growing vegetables in the school's grounds and in their own homes.
- Elements of economic and business understanding, enterprise and financial capability are embedded well at every level of the school curriculum.

Areas for development, which we discussed, include:

- improving the focus in curriculum plans on developing pupils' economic well-being, in relation to economic and business understanding, enterprise and financial capability, by identifying relevant learning outcomes
- developing 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

Gwen Coates
Her Majesty's Inspector