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Mr A Keane
Headteacher
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Dear Mr Keane

Ofsted 2010-11 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 14 June 2010.

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 made included: interviews with staff and the student council; scrutiny of relevant documentation; analysis of pupils' work; and observation of parts of six lessons and an assembly.

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

Features of good practice

- Pupils have many opportunities to take responsibility, to make decisions, to work in teams and to engage in solving practical problems. As a result, they have good attitudes to learning, are polite and supportive of each other and are developing self-confidence and valuable team-working and problem-solving skills.
- Pupils have good opportunities to engage in activities related to developing their financial capability, such as the whole-school involvement in 'My Money' week. As a result of the well-planned curriculum, relative to their age, pupils gain a good understanding of the value of money and aspects of money management.
- Older pupils are developing a growing awareness of global economic issues such as relative poverty and fair trade.

- Links with businesses and adults other than teachers provide pupils with good opportunities to learn about different occupations, which widen their experience and raise their aspirations.
- The school council plays an effective role in improving aspects of school life for all pupils. Members of the school council take their responsibilities seriously and approach them in a business-like fashion.
- Teachers encourage pupils to use information and communication technology as a research tool and this contributes positively to the development of their work-related skills.
- Teachers' good use of differentiated learning activities enables all pupils, including the most vulnerable, to develop relevant skills and capabilities that contribute to their future economic well-being.

Areas for development, that we discussed, included:

- sharpening the focus on promoting economic and business awareness and enterprise capability in curriculum plans so that it is as explicit as the focus on promoting financial capability
- identifying relevant learning outcomes appropriate to these elements of economic well-being and further 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 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