

- FINANCIAL CAPABILITY
- ENTREPRENEURSHIP
- WORK READINESS

Ashmole Primary School - COE Portfolio Feedback

Many thanks for your submission for becoming a Centre of Excellence. Your portfolio of evidence has been assessed in relation to the criteria outlined within the **Developing Excellence Framework**. Please find outlined below your feedback which includes suggestions for ongoing development.

Leadership and Management

You are clearly committed to providing financial education for all pupils, which is reflected in your Financial Education vision statement. The school's website sets out how it aims to develop pupils' financial literacy, providing a good overview for parents and carers. As set out in your contextualised statement, it is clear that you have a strong commitment to ensuring that the school enables all pupils, including those with special educational needs or English as an additional language are able to access Financial Education lessons and activities.

It was good to see that the evaluation of the progress made in relation to the provision of Financial Education was included in the School Development Plan, and it would be useful to include a specific action point in your next School Development Plan to ensure that the significant progress made in developing a Financial Education curriculum is embedded successfully during the current academic year.

It was noted that you provided the school's governing body with an update on the progress made in relation to Financial Education at their meeting in July. As you continue to develop Financial Education, it is worth considering involving the school's Governing Body to a greater extent. This could include inviting governors to a Financial Education learning walk or, if the embedding of Financial Education is included in the School Development Plan, governors can provide regular monitoring of progress.

Your Financial Champion should be congratulated on their dedication to the development of Financial Education, and it was pleasing to note that, in addition to completing training provided through Young Enterprise, has attended additional training provided by other agencies. It was noted that they have also accessed the Young Enterprise SEND CPD training which provides additional focus on making Financial Education inclusive and ensuring that all pupils can access learning, which is central to the school's commitment

It was encouraging to see that a member of staff has attended Financial Education training, through The National College, and that the Financial Champion has provided whole staff training, using Young Enterprise CPD resources for Financial Education and SEND. As you continue to develop Financial Education, it would be prudent to continue to provide regular training and updates for staff to ensure that the school has a succession plan for the Financial Champion role.

Teaching and Learning

The school's review of curriculum coverage clearly shows that the school has made significant progress in the number and range of Financial Education topics provided by the school since the baseline assessment of coverage, which identified that money and financial capability were taught inconsistently, and during the 2025 – 2026 academic year.

The school now has a coherent Financial Education curriculum for all year groups, which includes a wider range of financial education topics delivered through subject areas other than Mathematics and PSHE. It was encouraging to see that the school has identified where financial education can be meaningfully incorporated into the Geography, History and Design and Technology curriculum but was impressed that the school is planning to use IT to develop a 'budget tracker', as this could be used in conjunction with other initiatives, such as the School Council's budget proposal activity in Spring 2027 and the costing of materials in the Design and Technology activity.

The school's lesson plans set out clear aims and objectives for pupils and demonstrate that the school is able to provide a range of age appropriate activities in order to achieve the learning outcomes. It was good to see that the pupil worksheets provide the opportunity for pupils to assess their learning, which will provide valuable feedback for teachers.

The School's Financial Education Enrichment impact analysis demonstrated the positive outcomes of the trip to Brixton market and charity fundraising activities during Mental Health week which gave pupils the opportunity to link their learning in class to real-life experiences. The HSBC workshops were another good opportunity for pupils to access Financial Education through an external provider. Pupils clearly benefited from the workshops but the school may, in future, consider collecting actual pupil feedback on their experience of the workshops, e.g. finished pieces of work, 'pupil voice', as this would provide useful information on the impact of such initiatives.

It was also good to see that the school are accessing the Ed and Bunny and Climate Heroes resources as that provides pupils with the opportunity to access learning about Financial Education topics independently, in addition to classroom lessons.

The school's Diversity and Inclusion log is detailed and clearly shows that the school employs a variety of methods to address access issues for SEND and EAL pupils. The measures that the school has employed to encourage family engagement to support pupils, including guidance on culturally sensitive discussions about money and finance, is commendable and it would have been helpful to provide evidence of the family engagement work as this was a great example of Diversity and Inclusion in action and a real strength of the school.

Pupil Involvement and Assessment

The school produced pre-programme baseline assessments for Years 1, 3 and 6 which identify pupils' current knowledge and understanding of financial education and set out clear 'next steps' with regards to the provision of Financial Education and addressing 'gaps' in pupils knowledge and understanding. It was clear that Financial Education was not being addressed outside of Mathematics and PSHE and that the school have worked hard to ensure that other subject areas are now involved in the teaching of Financial Education.

The post-programme baseline assessments for Years 1, 3 and 6 identify pupils strengths and the progress made, since the introduction of a Financial Education curriculum. It is good that, despite pupils making good progress, the School continues to identify 'next steps' to ensure that there is progression of learning, based on pupil feedback.

The school has developed a coordinated approach to the monitoring of Financial Education, through pupil voice (focus group), lesson observations and book scrutiny, between 2024 and the present, and that monitoring feedback includes 'next steps' based on the outcomes. As mentioned earlier, it would be useful for the school to involve school's Governing Body in the monitoring of Financial Education, through it's inclusion in the School Development Plan. It would also be useful to conduct an annual assessment of pupil progress as this would provide data that could enable the school to track progress of pupils and effectiveness of teaching.

The School is also focused on developing Financial Education delivery in EYFS (Early Years Foundation Stage), through specific role-play and story telling activities and explicit reference to Financial Education in planning documentation.

It is also great to see that the school has now introduced the Financial Ambassadors initiative, which gives pupils the opportunity to learn from their peers and take responsibility for their learning.

Staff Development

The Financial Champion is clearly focused on developing their capabilities and experience, through training provided through Young Enterprise and additional training provided by other agencies. Given the demographics of the pupil cohort, they have accessed the Young Enterprise SEND CPD as this provides additional focus on making Financial Education inclusive and ensuring that all pupils can access learning.

Although the school has not provided an actual staff training log, there is clear evidence that an individual member of staff has attended training through The National College and that the Financial Champion has provided whole staff training, using Young Enterprise CPD resources for Financial Education and SEND.

It would be helpful, given the development of Financial Education across the school in a wider range of subject areas planned for the current academic year, that the staff are given regular updates on progress and initiatives to ensure that they are able to integrate Financial Education successfully.

Sharing Financial Education

The school has demonstrated that parents are regularly updated on Financial Education in relation to explicit learning within the curriculum should also look to keep them informed of the enrichment activities, for example the HSBC workshops.

It was impressive to see that the school were featured on the television news when the Education Secretary visited and met with the Financial Ambassadors but it is also good that the school also engages with parents through the 'Parent Café' on supporting pupils in developing their understanding of real-world financial issues.

The school has kept the other five schools in the Wyvern Federation updated on progress in relation to the Centres of Excellence programme and the introduction and development of Financial Education and is, therefore, in a perfect position to disseminate training and good practice to enable those schools to provide financial education for their pupils.

The Financial Champion would have likely benefitted from attending the 'Centres of Excellence Skill Sharing' sessions, as well as accessing the Centres of Excellence PADLET, which provides examples of good practice from other schools. Given the progress that the school has made, the Financial Champion could now be in a position to contribute to this by sharing their experiences.

We would like to congratulate your school and your Financial Champion on everything that you have achieved so far and hope that will continue to build on the excellent work you have done for your staff, pupils, parents and carers.