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Mr R Owen  
Headteacher  
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Dear Mr Owen

**Ofsted 2010–11 subject survey inspection programme: personal, social, and health education (PSHE)**

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 11 October 2010 to look at work in PSHE.

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 four lessons and one assembly.

The overall effectiveness of PSHE is good.

**Achievement in PSHE**

Achievement in PSHE is good.

- Pupils have a good knowledge of food groups and what is meant by a balanced diet which is enhanced by food weeks where pupils can cook and taste new food.
- Pupils understand the importance of exercise and keeping fit. A broad range of sporting activities is available and the outdoor play areas offer a range of exciting opportunities which pupils have suggested.
- Most pupils have a secure understanding of the dangers of legal and illegal drugs, alcohol and tobacco. Very able pupils understand the dangers of addiction.
- They show good levels of knowledge and understanding of staying safe, for example, being safe on a bike. Two pupils in Year 6 have trained as road safety officers raising the awareness of all pupils.

- Pupils are well informed about the different types of bullying, including cyber-bullying and racist bullying.
- Pupils know about how the body changes at puberty.
- Pupils have a satisfactory knowledge of how to manage money. They have opportunities to be involved in enterprise projects, work in teams and raise money for a number of charities.
- Pupils' personal development is very good. They develop good social skills and are able to express their ideas and take part in discussion activities. They show respect for others and work effectively in groups.

### **Quality of teaching of PSHE**

The quality of teaching of PSHE is good.

- Teachers demonstrate good subject knowledge and the planning of lessons is very detailed.
- A good range of resources is used well in lessons to engage and motivate pupils and make learning stimulating. Learning support assistants are used very effectively in lessons to support individuals or small groups of pupils.
- Teachers start lessons well and provide well-focused introductions to set the scene so that pupils clearly understand the learning objectives. Lessons finish well with a strong focus on what pupils have learnt and how this can be applied.
- Very good relationships are established in lessons. Teachers are encouraging, have high expectations and manage behaviour well so that all pupils enjoy learning.
- The work in PSHE lessons is not always matched sufficiently well to pupils of varied abilities; they complete the same activities and tasks despite their different starting points.
- A range of effective assessment opportunities is developing well and includes the formal monitoring and recording of pupils' progress in PSHE.

### **Quality of the curriculum in PSHE**

The quality of the curriculum in PSHE is good.

- The PSHE curriculum is broad and is taught in discrete lessons, assemblies, cross-curricular themes and themed days.
- Links with other subjects are good. However, curriculum mapping is not always clear.
- The Healthy Schools award has made a beneficial contribution by improving the quality of physical education and providing access to high-quality coaching. The school has achieved the Active Mark over the previous three years and every pupil has taken part in a sporting competition.

- Very good use is made of external agencies and visits to enhance the PSHE curriculum and make learning more interesting and fun. Pupils have the opportunity to go on up to four different residential experiences.
- The social and emotional aspects of learning (SEAL) materials are integrated very well into the work of the school. This is reflected in the pupils' positive attitudes to learning and improved emotional development.
- The curriculum meets the needs of vulnerable pupils well through targeted support.

### **Effectiveness of leadership and management in PSHE**

The leadership and management of PSHE are good.

- The subject is given high priority by all. This ensures that PSHE is a fundamental part of the school's ethos.
- Well-chosen and appropriate training is available to all staff with good opportunities to share practice.
- All staff place a strong focus on personal development which is particularly important because a significant number of pupils either leave or join the school during the academic year.
- Strong links with parents and outside agencies support work in PSHE.

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

- ensuring that activities and tasks better match the different needs of pupils.

I hope that these observations are useful as you continue to develop PSHE in the school.

As I explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. Except in the case of academies, a copy of this letter is also being sent to your local authority.

Yours sincerely

**Davinder Dosanjh**  
**Her Majesty's Inspector**