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25 November 2010

Mr S Cloke
Headteacher
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Dear Mr Cloke

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 16 November 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 how to live a healthy lifestyle. They understand what is meant by a balanced diet and the importance of healthy snacks. Many put this into practice in the packed lunches that they bring to school.
- Pupils understand the importance of regular exercise and all children have at least three hours of physical activity each week. In addition, pupils enjoy the benefits of forest schools and gardening activities; 61% of pupils walk, cycle or scoot to school.
- Pupils have a secure understanding of the dangers of legal and illegal drugs, alcohol and tobacco. Some understand the wide-ranging effects on the body.

- They show excellent knowledge and understanding of staying safe. For example, they know how to deal with stranger danger and keep safe on the internet.
- Pupils are well informed about the different types of bullying, including cyber bullying, homophobic and racist bullying. They have many opportunities to practise strategies to deal with bullying and resist peer pressure.
- Pupils' knowledge about body changes and puberty is less well developed because it is taught later in Year 6.
- Pupils have a satisfactory knowledge of how to manage money. They have opportunities to be involved in work in teams and to raise money for a number of charities.
- Personal development is very good. During their time at school pupils develop independence and take on many responsibilities. Older pupils are confident, and readily express their ideas and feelings.

Quality of teaching of PSHE

The quality of teaching of PSHE is good.

- Teachers demonstrate good subject knowledge and lesson planning is very detailed with clear learning objectives for PSHE.
- In outstanding lessons teachers use imaginative resources and learning strategies to engage and motivate pupils. Therefore, they make learning interesting and fun.
- Very good relationships are established in lessons; teachers are encouraging and manage behaviour well so that all pupils enjoy learning.
- Questioning is used well to help pupils think for themselves and reflect on prior learning.
- Information and communication technology is used very effectively to introduce lessons.
- A range of effective assessment opportunities is being developed well and includes the formal tracking and recording of pupil 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 through discrete lessons, assemblies and cross-curricular themes. Schemes of work are comprehensive.
- The many outstanding enrichment activities provide many opportunities for high-quality PSHE and wider personal development. Pupils make a good contribution to the community and take on a number of responsibilities. For example, the work of the eco council is a vibrant part of pupil voice in the school.

- The Healthy Schools award has made a beneficial contribution by increasing the number of health-related activities across the school and engaging pupils and parents in thinking about healthy eating.
- Good use is made of external agencies and visits, to enhance the PSHE curriculum and make learning more interesting and relevant.
- The curriculum meets the needs of pupils whose circumstances make them vulnerable, through targeted support such as the nurture group.
- Programmes to develop pupil's ability to manage their money are less well developed.

Effectiveness of leadership and management in PSHE

The leadership and management of PSHE are good.

- PSHE is given high priority by senior leaders. It is an integral part of the school's ethos and all relevant policies and guidance documents are in place.
- The PSHE coordinator is well-qualified and enthusiastic. The school has an accurate understanding of its strengths and areas for improvement.
- The role of the subject leadership in monitoring and evaluating PSHE is very effective and an appropriate action plan is in place.
- Strong links with parents, such as 'learning together' activities, support the work in PSHE.

Areas for improvement, which we discussed, include:

- reviewing and developing the curriculum to extend pupil's knowledge about how to manage money and the world of work.

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