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Mrs Hutchinson
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Dear Mrs Hutchinson

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 28 September 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; and observation of five lessons and a Key Stage 2 assembly.

The overall effectiveness of PSHE is satisfactory.

Achievement in PSHE

Achievement in PSHE is satisfactory.

- Pupils have a satisfactory understanding of how to live a healthy and safe life. They know what makes a healthy diet and understand the importance of exercise and keeping fit. Pupils enjoy taking part in a broad range of sporting activities.
- Pupils know about the dangers of drugs, alcohol and tobacco and the effects of the misuse of these substances on the body.
- Pupils say that they feel safe in school and know where to go for help. They feel that bullying is dealt with effectively and have been taught how to stay safe on the internet. However, they are not aware of the different types of bullying.
- Pupils know about the physical changes that occur at puberty and have had some opportunity to discuss different sorts of relationships.

- Pupils have sound knowledge of how to manage money. They have opportunities to work in teams and manage budgets for planning a party and making fruit salad. They have considered the sorts of things that they may like to do when they grow up.
- Many pupils start from a low base of personal and social skills. They make good progress and by Year 6 their personal development is good. They are polite, friendly and open, and have positive attitudes to their learning in PSHE. During their time at the school, pupils build up self-esteem and confidence, although many struggle with expressing their opinions in an articulate and audible way.

Quality of teaching of PSHE

The quality of teaching of PSHE is satisfactory.

- Good relationships are established in lessons; teachers are encouraging and manage behaviour well so that all pupils enjoy learning. Teachers deal confidently with sensitive issues and act as good role models.
- Teachers use a range of activities in lessons to engage and motivate pupils and make learning purposeful. For example, in one lesson singing was used as a technique to help all pupils participate and work together developing self-presentation skills.
- Teaching quality varies depending on how clearly the teacher sets out the learning objectives in planning and how well these are communicated to the pupils during lessons.
- In a few PSHE lessons, work is not always matched sufficiently well to pupils of varied abilities, some need more support while others need more challenge.
- There is little formal assessment for PSHE.

Quality of the curriculum in PSHE

The quality of the curriculum in PSHE is good.

- The PSHE curriculum is broad and coverage is balanced well between discrete lessons, cross-curricular themes, and assemblies. However, there is no scheme of work for PSHE and, as a result, provision tends to focus on the development of skills and lacks emphasis on pupils acquiring knowledge and understanding.
- The Healthy Schools award has had a positive impact by increasing pupils' awareness of their diet and raising their aspirations.
- The curriculum meets the needs of pupils from potentially vulnerable circumstances well through targeted activities such as the extensive work around mental health, the nurture group and the work of the learning mentors.
- The curriculum gives pupils ample opportunities to practise their PSHE learning by being members of the active school council, prefects and

playground leaders. Pupils are proud of their responsibilities and carry them out well.

- Good support is provided to parents to enable them to work with the school to foster their children's well-being, for example, parenting courses, English classes and sessions on healthy lunch boxes.

Effectiveness of leadership and management in PSHE

The leadership and management of PSHE are good.

- The school has an accurate understanding of its strengths and areas for improvement. The PSHE actions in the school development plan reflect the school's need to review current practice.
- As a result of committed leadership, provision for pupils' personal development with a clear focus on self-control and self-esteem permeates the school's work.
- Good opportunities for continuing professional development have ensured that several staff are trained very well to support pupils' emotional and social development, although no one has the PSHE certificate.

Areas for improvement, which we discussed, include:

- raising achievement by improving the quality of lesson planning and the clarity of PSHE learning objectives
- ensuring that pupils' progress in PSHE is monitored and recorded

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

Margaret Jones
Her Majesty's Inspector