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Mrs M Stansfield
Headteacher
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Dear Mrs Stansfield

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 10 March 2011 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, pupils and members of the governing body; scrutiny of relevant documentation; analysis of pupils' work; and observation of two lessons and an assembly.

The overall effectiveness of PSHE is good.

Achievement in PSHE

Achievement in PSHE is good.

- Pupils' personal development is outstanding. They form open and trusting relationships that enable them to express their feelings and opinions to each other and adults within the school community. Pupils respect each other; grow in confidence and share a sense of curiosity in the world around them.
- Pupils have a good understanding about healthy eating and the foods that should be limited. They are well aware of the importance of exercise for their physical health and participate enthusiastically in a range of sporting activities.

- Pupils have good levels of understanding about most types of bullying, including e-safety and racist bullying, and they know how to keep themselves safe. They are less aware of the impact of using homophobic language.
- Older pupils have a good understanding of the harmful effects of alcohol, smoking and drugs.
- Pupils' knowledge and understanding of the changes that occur at puberty are less well developed.
- Pupils make a strong contribution to the local and wider community through charity events. They are enthusiastic about helping others and work extremely well together to support chosen projects.

Quality of teaching in PSHE

The quality of teaching in PSHE is good.

- Relationships between pupils, teachers and teaching assistants are extremely positive. Teachers provide an inclusive, stimulating and purposeful learning environment that encourages pupils to participate.
- Teachers and teaching assistants provide excellent role models for pupils. They know the pupils very well and high levels of care and support contribute significantly to pupils' achievement.
- Lessons are well planned with clear learning objectives that are shared with the pupils. Teachers use a good range of activities to engage and motivate pupils.
- Very effective use is made of external visitors and visits to enrich learning experiences in PSHE.
- There is a systematic approach to assessing pupils' progress in lessons, and over time with reference to end of key stage statements and descriptors. Careful annotation of progress for pupils in the Early Years Foundation Stage helps to shape individual plans extremely well.

Quality of the curriculum in PSHE

The quality of the curriculum in PSHE is good.

- Aspects of the curriculum are outstanding. It provides excellent opportunities for pupils to practise and apply their learning in PSHE, including through charity work, environmental projects, and as members of the school council. Pupils are very proud of their achievements and take their responsibilities very seriously.
- Schemes of work provide a good overview of the PSHE programme through discrete lessons and as part of the integrated skills-based curriculum. However, there is insufficient detail to show progression of different aspects of PSHE across the age range.
- The Healthy Schools Award has had a positive impact on pupils' awareness of healthy eating and has increased links with external partners to

promote healthy lifestyles. Good use is made of the Social and Emotional Aspects of Learning (SEAL) materials to promote teamwork and pupils' confidence in expressing their feelings

- Assemblies make a valuable contribution to the development of personal and social skills, tolerance, respect, shared values and beliefs, and a strong sense of unity.
- Outstanding provision meets the needs of pupils whose circumstances make them vulnerable. Careful targeting of support enables pupils to make good progress in their personal and social skills and to grow in confidence.

Effectiveness of leadership and management in PSHE

Leadership and management in PSHE are good.

- Staff have created a happy, friendly and harmonious ethos where pupils feel safe to explore their values and feelings. The status of PSHE is high.
- The recently appointed PSHE coordinator is enthusiastic and committed to the development of PSHE. However, she has not received training on sex and relationships education to support a thorough review and evaluation of this aspect of provision.
- Some monitoring of PSHE lessons and pupils' work has taken place but it is not rigorous enough to identify specific development needs across all aspects of PSHE.
- Staff are trained very well to support pupils' emotional and social development.

Areas for improvement, which we discussed, include:

- monitoring and evaluating provision and outcomes for all aspects of PSHE
- ensuring that teachers have sufficient training to deliver all aspects of PSHE.

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

Nada Trikić
Her Majesty's Inspector