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23 May 2011

Mr M F Atkinson
Headteacher
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Dear Mr Atkinson

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 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 and pupils; scrutiny of relevant documentation; analysis of pupils' work; and observation of five lessons and an assembly.

The overall effectiveness of PSHE is good with outstanding features.

Achievement in PSHE

Achievement in PSHE is good.

- 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 and homophobic bullying, and they know how to keep themselves safe.
- Older pupils have a good understanding of the harmful physical and social effects of alcohol, smoking and drugs. Younger pupils know not to touch medicines and other harmful substances. Pupils' knowledge and understanding of the changes that occur at puberty are less well

developed because, although issues are addressed throughout the curriculum, little specific is taught about sex and relationships education until Year 6.

- The personal development of pupils is outstanding. Pupils form open and trusting relationships that enable them to express their feelings and opinions to each other and adults within the school community. They are self-confident and have excellent self-presentation skills. Their behaviour is outstanding. Playtime activity leaders are taking increased responsibility to develop activities with younger pupils.

Quality of teaching in PSHE

The quality of teaching in PSHE is good.

- Lessons are characterised by excellent relationships, classroom management and knowledge of individual pupils. This contributes greatly to achievement.
- Teachers have good subject knowledge and are confident in their handling of sensitive issues. Occasionally, discussion in circle time and paired work lacks sufficient guidance and structure.
- Teachers make use of a wide range of resources, for example, toys and equipment in the Reception class. Excellent use is made of information and communication technology to set the scene for debate, and to give instructions and to illustrate.
- Teaching assistants are skilled and well deployed to help pupils in their personal development.
- Pupils are involved in assessing their own progress at the end of each unit of work but there is little formal tracking by teachers.

Quality of the curriculum in PSHE

The quality of the curriculum in PSHE is outstanding.

- The values of PSHE permeate the whole curriculum as is demonstrated in the high-quality and relevant display work around the school. The PSHE curriculum encompasses discrete lessons, cross-curricular themes and special days and weeks.
- The wide range of enrichment and extra-curricular activities gives students outstanding opportunities to develop, apply and practise their personal and social skills. For example, recent work has taken place with the Parish Council to develop the village play area and to contribute to the Parish plan.
- Very good use is made of external agencies and visits to enhance the PSHE curriculum and make learning more interesting and fun.

Effectiveness of leadership and management in PSHE

Leadership and management in PSHE are good.

- PSHE is given a high priority in the school and is a fundamental part of the school's ethos. A strong focus on promoting personal development and the inclusion of all pupils is evident in the school's vision and very effective support for individual pupils.
- Outstanding support from governors is a feature of the strong leadership for PSHE and governors have helped to evaluate the impact of the introduction of social and emotional aspects of learning (SEAL) materials.
- The subject leadership has developed many aspects of the provision and has ensured that the curriculum is up to date and responsive to local circumstances.
- Monitoring and evaluation of aspects of PSHE are effective, so that provision is kept under review, pupils' outcomes are improving and the school has an accurate view of strengths and weaknesses. Although checking of planning and work takes place regularly, formal lesson observations of PSHE do not.

Areas for improvement, which we discussed, include:

- improving the formal tracking of pupils' progress using the end-of-key stage statements
- accessing training for staff on structuring circle time and managing paired and discussion 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

Margaret Jones
Her Majesty's Inspector