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Mrs C Hitchin  
Headteacher  
Beacon Primary School  
Davis Road  
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Willenhall  
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Dear Mrs Hitchin

**Ofsted 2011–12 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 5 July 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, parents and carers, and members of the governing body; scrutiny of relevant documentation; analysis of pupils' work; and observation of two assemblies and parts of six lessons.

The overall effectiveness of PSHE is good.

**Achievement in PSHE**

Achievement in PSHE is good.

- Pupils' personal development is good. They form open and trusting relationships with staff and each other that enable them to express their feelings and opinions. Pupils respect each other; they grow in confidence and feel proud of their contributions to the school and their personal achievements.
- Children in the Early Years Foundation Stage get off to a good start from a low skills base. They know how to listen, take turns and share their feelings.
- Pupils have a good knowledge and understanding of what is meant by a balanced diet. They know the importance of exercise for their physical and mental health, and participate enthusiastically in sporting activities.

- Pupils have a good understanding of different types of bullying, including cyber and homophobic bullying, and how to keep themselves safe. They develop a strong awareness of the damaging effect that bullying can have.
- Pupils have a good knowledge and understanding of the changes that occur at puberty, the importance of relationships and making informed choices.
- Pupils have positive attitudes and enjoy PSHE lessons. They are enthusiastic about wider opportunities to extend their skills through involvement in the school council, assemblies and visits. Pupils' understanding of personal finance is more limited.

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

The quality of teaching in PSHE is good.

- Teachers create an inclusive ethos in lessons which directly supports the teaching of PSHE.
- Lessons are well planned with a range of well-considered activities to engage pupils in relevant learning, for example assessing the building to meet the needs of a new pupil with a wheelchair.
- Teachers know their pupils well, are enthusiastic and act as excellent role models. Staff demonstrate a high degree of care and concern for assessing and meeting the needs of pupils.
- Effective use is made of the experience and skills of teaching assistants to meet the needs of pupils with special educational needs and/or disabilities in PSHE lessons.
- Assessment is integrated into lesson planning and delivery. However, there is no formal structure for summative assessment to monitor different aspects of PSHE across the school.
- Opportunities for all pupils to participate in PSHE lessons through paired discussion are not fully exploited in every lesson.

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

The quality of the curriculum in PSHE is good.

- PSHE permeates the school's work with discrete lessons, effective use of the Social and Emotional Aspects of Learning materials and explicit links across the curriculum to support pupils' achievement.
- Music makes a strong contribution to the PSHE programme through singing and instrumental work. Song choices are successful in promoting pupils' self-esteem and extending their cultural awareness. Pupils say that through music they gain in confidence and have fun.
- The Healthy Schools award has had a strong impact by stimulating a range of initiatives to encourage healthy lifestyles.

- Regular visitors from the local area and public services provide good role models for pupils. This is helping to raise expectations and extend pupils' awareness of options to consider in the future.
- The curriculum is less well developed in promoting pupils' financial awareness and capability.

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

The effectiveness of leadership and management in PSHE is good.

- Staff have created a happy and stimulating learning environment for PSHE where pupils feel safe to explore their feelings, values and beliefs.
- The leadership of PSHE is currently in transition. However, there is a shared commitment to providing a rich and inspiring PSHE curriculum.
- A high priority is given to raising pupils' aspirations. The PSHE programme and the emphasis on celebrating achievement make significant contributions.
- The school has excellent links with external support services, including the children's centre on the same site, to promote the well-being of pupils and their families. This has been complemented by a successful 'parents' forum' to increase the involvement of parents and carers in the school.

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

- ensuring that all teachers have sufficient training and support to develop pupils' financial awareness and capability
- developing summative assessment to monitor pupils' progress in developing knowledge and understanding across different 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**