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Mrs P Cahillane  
Headteacher  
Broadmere Community Primary School  
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GU21 5QE

Dear Mrs Cahillane

**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 9 November 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 three lessons.

The overall effectiveness of PSHE is good.

**Achievement in PSHE**

Achievement in PSHE is good.

- Pupils are very confident, reflective and caring. They work together extremely well, listening and valuing the contributions of others. They have a good knowledge of different emotions and they are able to identify, discuss and manage their feelings well. They recognise when others are feeling left out and know how to make sure everyone is included in work and play. They are less sure about how to recognise and deal with stress.
- Pupils are making good progress in learning how to stay safe. For example, in physical education, they know how to handle equipment safely; how to assess potentially risky situations; and they know what to do if bullied by others. They have a good understanding of the dangers and effects of drugs, including tobacco and alcohol.

- Pupils understand the importance of eating five fruit and vegetables a day and the need to drink water regularly, but they are less clear about what makes a balanced diet. They know that exercise is important, but not all understand why. They play energetically and most take part in a very wide range of lunchtime and after-school sporting activities.
- Older pupils have a good knowledge about how the body changes during puberty and the importance and value of family relationships; they are well prepared for their future adult lives and suitably informed about how to manage money. All pupils, including those with special educational needs and/or disabilities, make good progress in these areas.

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

The quality of teaching in PSHE is good.

- Teachers have purposeful and productive relationships with pupils. They manage behaviour well and make sure that every pupil has the help and attention needed. Lessons are planned carefully to provide a wide variety of activities. For example, in an outstanding lesson, the teacher used a wide variety of ways to encourage pupils to think for themselves and develop their ideas.
- Teachers make good use of questions to help pupils develop and extend their understanding and give well-judged praise to give them confidence. They make good use of resources, so lessons are interesting and enjoyable, but sometimes pupils have too few opportunities to think for themselves.
- Teachers use assessment during lessons to make sure that pupils of differing abilities are suitably challenged. However, overall assessment is at an early stage of development and does not show how well pupils are doing or what they need to do next to improve. Pupils at an early stage of learning English are included and helped very well.

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

The quality of the curriculum in PSHE is good.

- Pupils benefit from a broad and balanced programme, which ensures that they cover an interesting and wide range of topics relevant to them. The use of social and emotional aspects of learning (SEAL) materials is incorporated judiciously, helping to support and improve pupils' emotional development. However, the focus on developing pupils' skills, for example, in resisting peer-group pressure, is insufficient.
- The school achieved Healthy Schools status a few years ago. The impact can be seen in pupils' awareness of issues such as healthy eating and their increased involvement in a wide range of sporting activities. The programme for sex and relationships education is good and has been developed through careful consultation with parents, and the programme for drug education has helped pupils' awareness of the dangers and effects of a wide range of drugs including tobacco and alcohol.

- Pupils benefit from good opportunities to take responsibility. For example, school councillors are trained to represent their class at school council meetings. Good use is made of a wide range of trips and visitors to make learning more relevant and enjoyable, and to provide experiences where pupils can put their learning into practice. For example, pupils readily use their extremely good social skills to welcome visitors to the school.

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

The effectiveness of leadership and management in PSHE is good.

- Leadership of the area is well informed and involves an enthusiastic team of staff. PSHE is strongly supported by senior managers, and is a high priority in the school.
- There is a strong focus on developing pupils' achievement and making sure that all are included. Planning ensures that pupils make good progress as they move through the school, although the development of their skills, for example dealing with peer-group pressure needs to be clearer.
- There is a clear understanding of the areas for improvement, based on an effective system of close monitoring, although overall coordination does not always ensure that there are no gaps in the programme.

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

- developing planning to ensure that it clearly identifies how pupils' skills will be developed
- ensuring more opportunities for independent learning
- developing more assessment tasks so that pupils know how well they are doing and what they need to do next to improve.

I hope that these observations are useful as you continue to develop PSHE in the school.

As 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. A copy of this letter is also being sent to your local authority.

Yours sincerely

**Susan Orpin**  
**Additional Inspector**