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Headteacher
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Dear Mr Goff

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 14 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; and observation of three lessons and an assembly.

The overall effectiveness of PSHE is good.

Achievement in PSHE

Achievement in PSHE is good.

- Pupils are confident, thoughtful and considerate to each other. They have a good knowledge of different emotions and are able to identify, discuss and manage their feelings well, although they are less sure about recognising and dealing with stress.
- Pupils are making good progress in learning how to stay safe. For example, they know how to handle equipment safely in science and physical education lessons. They know how to use the internet safely. They also know how to assess potentially risky situations, and understand what they should do if they are bullied by others.
- Pupils have good knowledge about what constitutes a healthy lifestyle. They understand the importance of eating five fruit and vegetables a day,

although they are less sure about what makes a balanced diet; they know that exercise is essential, although some are less clear about why it is important. Pupils have a good understanding of the effects of tobacco and alcohol, although they are less clear about the dangers of other drugs. They play energetically and many take part in a broad range of after-school sporting activities.

- Older pupils have a good knowledge about how the body changes during puberty and they have benefited from the opportunity to ask questions anonymously.
- Older pupils are suitably prepared for their future adult lives, but some are less well informed on how to manage pocket 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 pupils enjoy their work.
- Lessons are planned carefully to provide a wide variety of significant activities. For example, in one lesson pupils experienced how it feels to be treated unfairly because of appearance, which enabled them to understand what it is like to be a victim of racism.
- Teachers make good use of questions to help pupils develop and extend their understanding. However, occasionally pupils spend too much time listening, so a few become less attentive.
- Teaching assistants make a good contribution to lessons by providing specific help to individuals and groups of pupils.
- 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.

Quality of the curriculum in PSHE

The quality of the curriculum in PSHE is good.

- Pupils benefit from a well-planned programme, which ensures that they cover an interesting and broad range of topics that are relevant to them. However, there is insufficient focus on developing pupils' understanding of the world of work, and extending their skills in managing their pocket money.
- The programme for sex and relationships education is good and has been developed through consultation with pupils, keeping parents well informed.
- The use of social and emotional aspects of learning (SEAL) materials is incorporated effectively, helping to support and improve pupils' emotional development.

- The programme for drug education is effective and has helped pupils' awareness of the effects of tobacco and alcohol.
- Good use is made of a wide range of trips and visitors to make learning more relevant, and to provide experiences where pupils can put their learning into practice. Pupils benefit from good opportunities to take responsibility. For example, some are sports leaders who organise games at playtimes, and all Year 6 pupils have the opportunity to undertake a responsibility within school.

Effectiveness of leadership and management in PSHE

The effectiveness of leadership and management in PSHE is good.

- Leadership of the area is very well informed and enthusiastic. PSHE is strongly supported by senior managers, and is a high priority in the school.
- A clear vision for developing PSHE and an accurate understanding of the strengths and areas for improvement are reflected in the subject action plan.
- The subject has been carefully evaluated to identify areas for development and this has been used to inform future plans. Monitoring is limited to the use of questionnaires, but good improvements have been made to the subject, including the development of programmes for sex and relationships education, and drug education.

Areas for improvement, which we discussed, include:

- providing more activities to develop pupils' understanding of the world of work and extend their skills in managing their pocket money
- developing more assessment tasks.

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