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Mr J Belshire  
Headteacher  
Preesall Fleetwood's Charity Church of  
England Primary School  
Mill Street  
Preesall  
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Dear Mr Belshire

**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 25 January 2012 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 four lessons, an assembly and the 'forest school'.

The overall effectiveness of PSHE is outstanding.

**Achievement in PSHE**

Achievement in PSHE is outstanding.

- Pupils' personal and social development are outstanding. They form open, harmonious and trusting relationships that enable them to express their feelings and opinions. They share a sense of pride in the contribution they make in school, for example, as school and eco-council representatives, buddies to younger pupils and playground leaders.
- Pupils have a very well-developed understanding of how to lead a healthy lifestyle. They appreciate the importance of a balanced diet and understand the role that exercise plays in maintaining physical and mental health. They are taught first aid and, through the work of the Life Education mobile, they have learnt about the dangers of smoking and alcohol, and explored how to resist peer pressure.

- Pupils understand very well how to risk assess safety in a range of settings including the excellent 'forest school' where they are encouraged to climb trees, build fires and learn how to safely use tools such as knives, axes and mallets. Pupils have an excellent understanding of how to remain safe around water, the roads and electricity. They can explain the importance of personal hygiene and handwashing and through the school's protected version of a popular social media website they understand how to keep themselves safe when using the internet.
- Pupils' understanding of the physical and emotional aspects of sex and relationships education (SRE) is very good, appropriate to their age and ability and prepares them extremely well for the changes that occur during puberty.
- Pupils respond enthusiastically to the school's emphasis on rights and respect for people from backgrounds different to themselves; they enjoyed the special lunch and the building of a dragon to celebrate Chinese New Year. They have a very good understanding of the emotional impact of bullying and their responsibility to tackle it and report it.

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

The quality of teaching in PSHE is outstanding.

- Teachers demonstrate high levels of subject expertise. Carefully considered planning means that pupils' needs are extremely well met. A wide range of challenging activities keeps pupils engaged and keen to take responsibility for their learning. Outside speakers make a valuable contribution and bring a wider range of expertise and life experiences.
- Teachers are particularly skilled at teaching about sensitive issues. Circle-time is very well managed with clear and appropriate ground rules used to ensure the emotional safety of all pupils.
- The teachers' good use of questions and assessment means that tasks are adjusted as necessary to consolidate or accelerate progress. Pupils' progress is assessed in lessons and over time with reference to end of key stage statements. This monitoring is used very effectively to identify pupils who may benefit from additional support or intervention such as the 'girls' group' designed to help build self-esteem.

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

The quality of the curriculum in PSHE is outstanding.

- The curriculum is broad and balanced and permeates all aspects of the school's work exceptionally well. It provides excellent opportunities for pupils to develop and apply their learning through enrichment activities such as the 'cooking club', and residential experiences such as the Year 6 trip to London.
- The curriculum is innovative, creative and responsive to needs identified by teachers, pupils, parents and carers. Schemes of work build on pupils'

previous learning enabling them to deepen and develop their understanding.

- The Healthy Schools Award has had a positive impact on pupils' awareness of healthy lifestyles. Pupils' economic understanding and money management skills are beginning to be developed through numeracy lessons and in aspects of enterprise education.
- Assemblies make a valuable contribution to the development of pupils' personal and social skills, tolerance, respect, shared values, a strong sense of unity and community cohesion.

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

The effectiveness of leadership and management in PSHE is outstanding.

- Leadership, including the governing body, is well informed by a high level of expertise in PSHE and a vision of how the subject can contribute to pupils' learning and personal development. This vision is translated into stimulating and memorable learning experiences for pupils that take account of their individual needs and interests.
- The leadership of PSHE is enthusiastic and committed; the process of review and improvement is strongly embedded. Rigorous and accurate self-evaluation is supported by regular monitoring of progress and analysis of staff, pupil, parent and carer surveys.
- The subject has a high profile in the school with displays in classrooms and corridors reinforcing learning and celebrating achievements. Teachers are well supported in their work and contribute positively to PSHE developments.
- School policies relating to drugs education and SRE are up to date, comprehensive and inclusive. However, the anti-bullying policy requires updating to ensure that it meets the requirements of the 2010 Equalities Act by including all groups of pupils.

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

- update the school's anti-bullying policy to ensure that it is inclusive of all groups of pupils.

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

**Janet Palmer**  
**Her Majesty's Inspector**