

Aviation House  
125 Kingsway  
London  
WC2B 6SE

T 0300 123 1231  
F 020 7421 6855  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



26 January 2012

Mrs Kurasinski  
Headteacher  
Clayton CofE Primary School  
Bradford Road  
Clayton  
Bradford  
BD14 6DD

Dear Mrs Kurasinski

**Ofsted 2011–12 subject survey inspection programme: personal, social, health and economic education (PSHE)**

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 16 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 parts of six lessons and an assembly.

The overall effectiveness of PSHE is inadequate.

**Achievement in PSHE**

Achievement in PSHE is inadequate.

- Achievement is inadequate because there is too little planned PSHE education in the curriculum. As a result, pupils' knowledge and understanding in PSHE is uneven.
- Particularly weak is pupils' knowledge of how the body changes over time; they are largely unprepared for the physical and emotional changes associated with puberty. In addition, they are making insufficient progress in developing their understanding and skills in relation to enterprise, money management and the world of work.
- Pupils' understanding of aspects of relationships education is satisfactorily developed in circle time with an emphasis on friendship and mutual

support. However, they have a limited understanding of different types of family relationships and of the range of faiths and cultures in Britain.

- They have a clear understanding of aspects of risk such as road, electricity and water safety. Their knowledge of how to stay safe on the internet is less secure.
- Pupils have a satisfactory knowledge and understanding of food and nutrition, hygiene, the importance of health and exercise and the benefits of positive relationships. This learning is supported by lessons in science and physical education.
- As a result of the annual visits of the Life Education caravan, pupils have developed a satisfactory awareness of the dangers of smoking. However, they have a very limited understanding of the dangers of drugs and alcohol or how to resist peer pressure.

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

The quality of teaching in PSHE is inadequate.

- Few teachers demonstrate a secure understanding of the requirements for PSHE and, as a result, learning objectives designed to link to PSHE are inappropriate.
- While the social and emotional aspects of learning (SEAL) are planned and taught by Higher Level teaching assistants, there is limited reference to the wider PSHE curriculum.
- Very limited access to recent and relevant subject training has resulted in some staff lacking the confidence and expertise to deliver the PSHE curriculum effectively and a reluctance to deal with sensitive and controversial issues.

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

The quality of the curriculum in PSHE is inadequate.

- Statutory requirements for sex and relationships education are not met. The curriculum does not ensure pupils have sufficient awareness of the physical aspects of sex and relationships education, in an age-appropriate form, specifically, body changes and preparation for puberty. In addition, the curriculum does not ensure that pupils receive adequate time for PSHE to enable them to make progress within and between the key stages.
- External contributions from the Life Education caravan on the dangers of smoking are much appreciated by pupils, although there is limited follow-up on return to school as part of a well-developed scheme of work.
- Pupils in Year 5 who attend a residential where they engage in outdoor activities, learn social skills such as team work and safety awareness. Some pupils take on responsibilities such as school council representative and playground buddy which helps to develop their leadership skills.

- Some areas of the programme, such as health and relationships, are taught adequately well and to all year groups. Others, including wider cultural awareness and financial capability, are covered insufficiently.

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

The effectiveness of leadership and management in PSHE is inadequate.

- Leaders and managers have not ensured that statutory requirements for sex and relationships education are met.
- There is no self-evaluation or development planning in PSHE. Teaching and learning in the subject are not rigorously or systematically monitored to inform improvement.
- The school's bullying policy is adequate but not always consistently or effectively applied. For example, pupils are taught that homophobic language is unacceptable but not why, and they report that lunchtime supervisors do not always tackle bullying when it is reported to them.

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

- ensuring that the curriculum meets statutory requirements for sex and relationships education
- ensuring that the curriculum develops pupils' economic well-being and financial capability
- improving subject-specific training for staff including in the teaching of sensitive and controversial issues
- ensuring that rigorous review of PSHE provision and pupils' progress informs improvement planning.

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**