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Headteacher
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Dear Mr Ahmed

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 7 February 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 with responsibility for aspects of PSHE, two groups of pupils and a parent; scrutiny of relevant documentation; analysis of pupils' work; and observation of four lessons and after-school clubs and activities.

The overall effectiveness of PSHE is satisfactory.

Achievement in PSHE

Achievement in PSHE is satisfactory with some good features.

- Pupils have a good knowledge of how to lead a healthy, active lifestyle. They know what constitutes a balanced diet and the need for regular physical activity. Three quarters of pupils take part in after-school sports clubs and other activities.
- They have good personal and social skills, are well-mannered and proud to talk about their school to visitors. They are able to talk at length and express their views on a range of sensitive issues.
- While pupils have a broad knowledge of sex and relationships and drugs education, the extent and detail of their knowledge are not sufficient to

enable them to make well-informed, personal decisions and resist peer-pressure.

- Older pupils have some good opportunities to develop their financial awareness through enterprise activities and making things to sell. However, these opportunities are insufficiently developed throughout the school.
- Pupils have a good awareness of personal safety, stranger danger, cyber safety and the impact of different types of bullying.
- Those pupils whose circumstances make them vulnerable receive excellent individual support to ensure that they make progress, feel safe and learn how to manage their emotions.

Quality of teaching in PSHE

The quality of teaching in PSHE is satisfactory.

- The quality of teaching and planning for PSHE lessons is enormously varied. In the best lessons, pupils are purposefully engaged in a range of progressive, stimulating activities and make exceptional progress. For example in one lesson, by teaching other pupils something they excelled in, learning from enthusiastic peers, or observing and recording teaching and learning qualities, pupils learnt the skills of how to be a good teacher, learner and observer.
- However, in too many lessons, the reverse is true. The slow pace of teaching and learning misses opportunities to engage and stimulate pupils. Tasks are often mundane, the teacher talks too much and the questions they ask are not challenging enough for the pupils. The planned learning objectives are too vague and not re-visited or checked enough throughout the lessons to ensure that pupils understand the learning intention, or if they are making progress.

Quality of the curriculum in PSHE

The quality of the curriculum in PSHE is satisfactory.

- The PSHE scheme of work lacks clarity, especially in its use of learning objectives and specific resources required for units of work. The mapping of sex and relationships and drugs education across the school does not contain enough detail.
- The curriculum is enhanced well in Key Stage 2 with residential visits where pupils develop independence as well as their personal and social skills.
- An extensive range of after-school clubs and activities enables pupils to develop new skills such as cooking and Italian, and also to develop self-respect and an excitement for new learning.
- The school system of praise and reward encourages pupils to develop determination to succeed and pride in their achievements.

- The PSHE curriculum is currently under-resourced making it difficult to enhance lesson delivery.

Effectiveness of leadership and management in PSHE

The effectiveness of leadership and management in PSHE is satisfactory.

- A recent senior management review of PSHE accurately highlighted issues for further development.
- The subject leader supports colleagues well with resource suggestions. However, opportunities for staff development and training have been insufficient and the subject leader has not had the opportunity to monitor and support the quality of teaching and learning.
- A successful anti-bullying week, organised by the subject leader, had a positive impact on pupils' understanding of the impact of bullying on others. There has been good brokering of external support for this and other curriculum events.

Areas for improvement, which we discussed, include:

- ensuring that all lessons have clear and measurable learning objectives and that learning activities stimulate and challenge all pupils
- revising the scheme of work to include clear learning objectives and resource implications for each unit of study; and to ensure that aspects of sex and relationships and drug education are systematically mapped throughout the school
- ensuring that all staff receive appropriate training to improve the quality and consistency of PSHE teaching and planning throughout the school.

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

Clive Kempton
Her Majesty's Inspector