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Ms L Hobby
Headteacher
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Dear Ms Hobby

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

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 9 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 and pupils; scrutiny of relevant documentation; analysis of pupils' work; and observation of two lessons and a brief visit to one other class.

The overall effectiveness of PSHE is satisfactory.

Achievement in PSHE

Achievement in PSHE is satisfactory.

- Pupils are confident, thoughtful and considerate to each other. They work together well, listen to each other carefully and respect others' points of view.
- Pupils have a good knowledge of different emotions and they are able to identify, discuss and manage their feelings well. 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 about road safety and other potential dangers outside school. They are learning how to use the internet safely. They also know how to assess potentially risky situations, and they understand what they should do if bullied by others.

- Pupils know the importance of eating five fruit and vegetables a day, and a balanced diet. Although some pupils do not understand why exercise is important, they all play energetically, participate enthusiastically in physical education and many take part in a good range of after-school sporting activities.
- Although older pupils know how the body changes at puberty, they are less clear about the importance and value of family relationships. Older pupils are also suitably prepared for their future adult lives, but some are less well informed on how to manage money.
- Pupils have a secure understanding of the dangers of drugs, although they know less about the effects of tobacco and alcohol.
- All pupils, including those with special educational needs and/or disabilities, make satisfactory progress in these areas.

Quality of teaching in PSHE

The quality of teaching in PSHE is satisfactory.

- Teachers plan lessons carefully, using a variety of interesting activities. For example, in one lesson pupils were learning how to improve their diets by making and then evaluating 'smoothies' made from fruit. Although teachers prepare a sequence of activities in their lessons, at times there is insufficient challenge for some pupils, especially the most able.
- Teachers have purposeful and trusting relationships with pupils, so they enjoy their work. They make good use of questions to help pupils develop and extend their understanding. However, at times, the pace of work slows and pupils spend too much time listening, so a few become less attentive.
- There are some good examples of pupil self-assessment and teachers have started to assess some areas of PSHE, so they are beginning to see how well pupils are doing.

Quality of the curriculum in PSHE

The quality of the curriculum in PSHE is satisfactory.

- The curriculum has been recently updated, which has led to pupils learning a wider range of topics, including the use of social and emotional aspects of learning (SEAL) materials to support and improve their emotional development.
- 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. For example, Mr Broccoli visited to help develop pupils' understanding of healthy eating.
- There are some gaps in the topics pupils learn, for example, the programme for sex and relationships education does not make sure that pupils understand different family relationships. Similarly, pupils' awareness of the effects of tobacco and alcohol is less well developed

than other aspects of their drug education. There is also insufficient focus on developing pupils' understanding of the world of work, and extending their skills in managing money.

Effectiveness of leadership and management in PSHE

The effectiveness of leadership and management in PSHE is satisfactory.

- Leadership of the area is well informed and enthusiastic. PSHE is strongly supported by senior managers and governors.
- A clear vision for developing PSHE and an accurate understanding of the strengths and areas for improvement are reflected in the subject self-evaluation and have led to recent improvement in some areas, such as emotional and social development, bullying and teaching pupils how to stay safe.
- Although there are regular checks, monitoring is insufficiently rigorous to ensure that there are no gaps in the curriculum and to improve teaching further.

Areas for improvement, which we discussed, include:

- improving the monitoring of teaching and planning to make sure that there are no gaps in pupils' learning
- improving teaching by allowing pupils to take a more active part in lessons, providing more challenge and maintaining a brisk pace
- developing more assessment tasks to cover all aspects of PSHE.

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