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Mrs S Killey
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Dear Mrs Killey

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 28 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 six lessons.

The overall effectiveness of PSHE is good.

Achievement in PSHE

Achievement in PSHE is good.

- Pupils have an excellent understanding of how to stay healthy. They comprehend fully the importance of regular exercise and keeping fit. All pupils can explain the 'eatwell plate' and different food groups and they have opportunities to reflect on what they would change in their own life to have a healthier diet.
- Pupils are well informed about the dangers and effects of drugs, alcohol and tobacco on their bodies. They understand the difference between legal and illegal drugs. A very small number of pupils are less confident about strategies to deal with personal safety.

- Pupils' understanding of the aspects of sex and relationships education is good and they feel confident about knowing how the body changes. They know who to go to for further information should they need it.
- Pupils have a detailed understanding of bullying and can identify different types and the consequences of bullying. They have many opportunities to think about resisting peer-group pressure and dealing with emotions. Pupils are confident in discussing issues such as body image and eating disorders.
- Pupils have good opportunities to develop knowledge of how to manage money and work on budgets. This ranges from selling a newspaper they have produced to planning a party. Aspects of enterprise are satisfactory.
- Pupils demonstrate good levels of independence. They are proud to be playground leaders, 'huff and puff' leaders and eco-monitors, and they enjoy taking on responsibilities and leadership roles.

Quality of teaching in PSHE

The quality of teaching in PSHE is good.

- Lesson planning is detailed and takes into account the different needs of pupils. A variety of carefully chosen resources engages pupils well including photographs, e-book stories and food diaries.
- Teachers demonstrate good subject knowledge and confidence. Pupils are clear on what they are learning and about how they will be assessed on what they have learnt.
- Excellent relationships are established in lessons, so all pupils enjoy learning. Teaching is stimulating with active participation, for example during a Year 6 lesson where pupils showed excellent maturity when discussing bullying statements. High levels of cooperation are evident during group work and pupils demonstrate excellent listening skills with different viewpoints. In a Year 2 lesson the teacher asked pupils to model how a food diary could lead to improved healthy eating options. Pupils reflected on their own food diaries and were able to carefully identify what simple changes they could make.
- Teachers deal well with sensitive issues such as feelings and emotions and this creates a safe environment in which all can contribute.
- A good range of assessment activities is planned into lessons. The monitoring, recording and reporting of pupils' progress in PSHE are becoming more rigorous and coherent.

Quality of the curriculum in PSHE

The quality of the curriculum in PSHE is good.

- The curriculum provides pupils with a wide range of enriching opportunities. The opportunities include discrete lessons, cross-curricular themes and themed events such as International Day.

- Healthy School status has made an excellent contribution to pupils' attitudes to healthy lifestyles, understanding and application; pupils benefit from a wide range of inclusive sports clubs.
- Well-targeted support meets the needs of pupils whose circumstances make them potentially vulnerable. This includes social skills groups and very effective in-class support. Teaching assistants are deployed well enabling pupils with specific needs to make good or better progress and be able to access the curriculum.

Effectiveness of leadership and management in PSHE

The effectiveness of leadership and management in PSHE is good.

- The subject is embedded through the school within an ethos that promotes inclusion, personal development, cooperation and a strong sense of belonging. Statutory requirements are met.
- A strong commitment from staff and pupils to PSHE is driven by the headteacher and the deputy headteacher with a real team ethos. The subject is well resourced in terms of curriculum time and support.
- Senior managers monitor and evaluate the subject effectively resulting in continuous improvement. However, the annual self-evaluation report is not always evaluative and improvement planning has no timescales for achieving actions.

Areas for improvement, which we discussed, include:

- developing a focus on enterprise education alongside the current work being undertaken on financial management
- ensuring that the self-evaluation report is rigorous and the improvement plan precise.

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

Davinder Dosanjh
Her Majesty's Inspector