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Mrs N Tettmar  
Headteacher  
Hart Plain Junior School  
Hart Plain Avenue  
Cowplain  
Waterlooville  
PO8 8SA  
PO8 8SA  
PO8 8SA

Dear Mrs Tettmar

Mrs N Tettmar

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

Hart Plain Avenue

Thank you for your hospitality and cooperation, and that of the staff and pupils, who welcomed us on 26 March 2012 to look at work in PSHE.

Waterlooville  
Hampshire

PO8 8SA 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 five lessons and an assembly.

The overall effectiveness of PSHE is satisfactory.

### **Achievement in PSHE**

Achievement in PSHE is satisfactory.

- Pupils have good knowledge and understanding about what makes a healthy diet but they are not as aware of the benefits of exercise, particularly for maintaining mental health.
- Pupils are well aware of cyber-bullying and how to stay safe online. They are not as aware of homophobic or racist bullying. Pupils report little bullying in school because as one Year 6 pupil said, 'we are taught to accept people who are different'. The pupils spoken to all said they had an adult in school they could turn to for help and that they felt safe in school.

- Pupils' knowledge about the changes that occur in puberty is good and they understand the dangers of smoking. However, their understanding of the damage caused by misuse of alcohol is more limited.
- Although, the school has an Enterprise week and a school bank, pupils' understanding of economic concepts and the world of work is a weaker feature.
- Pupils behave very well in lessons and are keen to participate. They can work cooperatively and discuss issues sensibly in pairs and groups, but when they present their views to the class they are often inarticulate and inaudible.
- Pupils are encouraged to play an active role in the life of the school and respond well to their responsibilities as representatives in the school council, as lunchtime leaders and playground buddies.

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

The quality of teaching in PSHE is satisfactory.

- Teachers deal with sensitive issues well and make effective use of questioning to include all pupils. Lessons are characterised by productive relationships and a calm, working atmosphere.
- Lessons are sometimes over-planned; the desired learning outcomes are numerous and complex and teachers try to do too much at once. This results in too much teacher-talk and superficial learning.
- A range of successful strategies is used to engage pupils, for example, circle time and role play. However, the tasks set are not always suited to the needs of pupils.
- Assessment tasks are completed at the end of each unit of work and this enables teachers to have a good understanding of the progress that pupils are making.

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

The quality of the curriculum in PSHE is good.

- Ample time is allocated to PSHE so that key concepts, such as emotional understanding and how to make healthy choices, are reinforced and consolidated across the curriculum in different subjects and activities.
- The use of social and emotional aspects of learning (SEAL) resources is effective, and the work done to gain Healthy Schools' accreditation has had a positive impact in developing a whole-school approach to healthy lifestyles.
- High-quality enrichment and extra-curricular activities, such as the Year 5 residential trip, make an outstanding contribution to the development of PSHE skills and are accessible to all.
- Pupils whose circumstances may make them vulnerable receive effective individual support and extra help to develop their social skills in the nurture group. Pupils with disabilities and special educational needs are well integrated into lessons but are not always given work at the appropriate level.

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

The effectiveness of leadership and management in PSHE is satisfactory.

- PSHE has high status in the school and its importance is recognised by the leadership team, but it is not sufficiently pro-active role in the development of literacy and numeracy, especially speaking and listening.
- The subject leader is well supported by senior management and has received valuable training in emotional literacy.
- Monitoring is carried out regularly and includes scrutiny of work and planning, and interviews with pupils. However, no lessons have been observed and this limits the ability to improve the quality of teaching.
- Capacity for improvement is good based on improvement already achieved and developments planned for the future.

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

- ensuring that all pupils achieve well by planning tasks to suit their different abilities
- improving the quality of teaching by focusing on key learning outcomes for each lesson
- including lesson observation to improve the rigour of monitoring and evaluation.

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

**Margaret Jones**  
**Additional Inspector**