

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)



29 June 2012

Ms E Horrigan  
Headteacher  
Harlington Community School  
Pinkwell Lane  
Harlington  
Hayes  
UB3 1PB

Dear Ms Horrigan

**Ofsted 2012–13 subject survey inspection programme: personal, social, health and economic education (PSHE education)**

Thank you for your hospitality and cooperation, and that of your staff and students, during my visit on 20 and 21 June 2012 to look at work in PSHE education.

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 students; scrutiny of relevant documentation; analysis of students' work; and observation of six lessons.

The overall effectiveness of PSHE education is satisfactory.

**Achievement in PSHE education**

Achievement in PSHE education is good.

- Students work together well. They listen to others and consider different views thoughtfully. They have a good understanding of the importance of exercise and the need for a balanced diet, although they are less well informed about eating disorders.
- Students have responsible, respectful attitudes and a good understanding of sex and relationships education. They understand well how to keep themselves safe with good knowledge of the dangers and effects of drugs, alcohol and tobacco. They have practised and developed the ability to resist peer-group pressure. However, they are less well informed about mental health issues.

- Students have a good understanding of bullying, including cyber-bullying, racism and homophobic bullying. They know how to get help and are confident that bullying is dealt with effectively in the school.
- Students have a good understanding of the world of work, business, enterprise and careers. However, their skill in managing money is less well developed.
- Students' views influence life in school well through focus groups and opportunities to undertake sports leadership. These activities help them develop confidence and communication skills. Students with special educational needs make similar progress to their peers.
- Students in the sixth form have a very good understanding of how to keep healthy and manage their finances in preparation for the next stage of their education.

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

The quality of teaching in PSHE education is satisfactory.

- Teachers generally have secure subject knowledge. Most lessons use a broad range of strategies and resources to engage students.
- Teachers have good relationships in the classroom. Ground rules are clear and students enjoy lessons. Teachers ensure that students feel safe, even when discussing more sensitive topics. For example, in a lesson about the risks of unwanted pregnancy, students discussed how to make responsible and informed decisions in a moral context.
- Teachers monitor learning in lessons. However, knowledge and understanding are not always formally assessed which leads to occasional lack of challenge. Students do not always receive feedback on their work showing them how to improve.
- Teachers use questioning well to help students learn. However, in a few of the lessons seen, students were not always fully engaged.

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

The quality of the curriculum in PSHE education is satisfactory.

- Good use is made of local data to ensure that the curriculum is relevant and matched to students' needs. Statutory requirements are met and staff and students contribute to its content. External contributors make learning more interesting and relevant, for example a theatre group helps students understand the damaging effects of homophobia.
- A comprehensive and well-planned programme for sex and relationships education is in place, covering changes during puberty, reproduction, sexually transmitted infections, pregnancy, contraception and abortion. However, there is less emphasis on developing students' understanding of how to be a good parent.

- The programme for personal well-being is planned effectively and is closely linked to religious education and students' spiritual, moral, social and cultural development. Students in the sixth form benefit from a programme which very effectively helps to raise their career aspirations and self-esteem.
- Planning to develop students' economic well-being is less consistent. Provision for careers and enterprise is good, and all students have good opportunities for work experience. However, the programme to develop students' money management skills is less well developed.
- Enrichment activities such as leadership opportunities, clubs and sports play a strong part in developing students' communication and social skills.

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

The effectiveness of leadership and management in PSHE education is satisfactory.

- The leadership team has a clear vision for the future of PSHE education which is undergoing transition. Staff and students are committed to the subject which is well supported by curriculum time.
- Although teaching and learning are monitored through lesson observations, analysis of the findings is yet to inform improvement planning.
- The school is an inclusive and welcoming learning environment where prejudice and bullying are tackled well. Capacity to improve is good because leaders and managers have expertise and have suitable plans to make changes to provision.

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

- developing planning of the subject to ensure that students build on prior learning and are suitably challenged, using the good practice in sex and relationships education as a model for future development
- developing assessment tasks to monitor students' progress in the subject
- improving the teaching of PSHEE through the use of lesson observations for the subject.

I hope that these observations are useful as you continue to develop PSHE education 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**