

Aviation House
125 Kingsway
London
WC2B 6SE

T 0300 123 1231
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



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Mrs M Marsh
Headteacher
West Meadows Primary School
West Street
Hoyland
Barnsley
S74 9ET

Dear Mrs Marsh

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

Thank you for your hospitality and cooperation, and that of your staff and pupils, during my visit on 21 June 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 three lessons and a learning walk.

The overall effectiveness of PSHE is satisfactory.

Achievement in PSHE

Achievement in PSHE is satisfactory.

- Achievement is stronger in some aspects of PSHE than others.
- Pupils of all ages understand the part that diet and exercise play in keeping themselves healthy. They are aware of foods that promote health and can plan meals well. They enjoy sport and physical activities and know how these contribute to their mental health and well-being. Pupils also know the importance of hygiene and looking after their teeth.
- Pupils say they feel safe in school and have a good knowledge of how to protect themselves in a range of different situations, particularly on roads, railways and on the internet. They know how to get help if they feel worried or anxious and have great confidence in the school. Relationships education is strong and pupils' behaviour reflects this. They are keenly

aware of the different types of bullying and how damaging it can be and older pupils learn strategies of how to deal with this.

- Some aspects of PSHE are less well understood. Pupils have limited opportunities to explore the effects of the misuse of drugs and the dangers of smoking and alcohol. Financial awareness and capability, the use of enterprise and their understanding of the world of work and money management are also limited.

Quality of teaching in PSHE

The quality of teaching in PSHE is satisfactory.

- Lessons are planned with a variety of tasks to engage and involve pupils. Teachers generally create a safe learning environment for pupils to express and explore their views and feelings. However, teachers have had no recent subject-specific staff training, particularly in the teaching of sensitive issues and financial capability.
- Assessment is in the early stages of development and needs to consider all strands of the programme to ensure coherence and progression.

Quality of the curriculum in PSHE

The quality of the curriculum in PSHE is satisfactory.

- The programme is broadly matched to pupils' needs and the needs of the local community. A concerted effort is made to ensure that the annual 'healthy and safe' week addresses local needs and the use of external professionals provides essential expertise. However, there is little formal evaluation of the impact of this work.
- Other contributions from the police, fire and ambulance services provide exciting opportunities for pupils to learn about managing risk and staying safe.
- The importance of relationships, friendship, health and safety are recurring themes, while other parts of the programme, especially enterprise, financial capability and the effects of substance misuse are less well developed. Most PSHE lessons are taught through a skills-based curriculum and 'topics' rather than as a specific PSHE subject.

Effectiveness of leadership and management in PSHE

The effectiveness of leadership and management in PSHE is satisfactory.

- Leaders are committed to PSHE and ensure that the school is a warm, welcoming environment in which to learn. They have created an inclusive school where children are known as individuals.
- PSHE is taught on a cross-curricular basis and this has resulted in some aspects receiving limited attention and opportunities to develop deeper knowledge and understanding have been missed.

- Monitoring and evaluation of teaching and learning in PSHE, to ensure that pupils' needs are met, particularly the most able, do not happen on a regular, systematic basis.

Areas for improvement, which we discussed, include:

- developing a programme of subject-specific staff training for teachers, particularly in the teaching of sensitive issues and financial capability
- implementing a system of teacher assessment for all strands of the programme to ensure coherence and progression across the school
- improving the monitoring and evaluation of teaching and learning in PSHE to ensure that pupils' needs are met, particularly the most able.

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

Mary Lanovy-Taylor
Additional Inspector