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Mr B Fullam  
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Dear Mr Fullam

Ofsted Survey Inspection Programme- Personal, Social and Health Education (PSHE)

Thank you for your hospitality and co-operation, and that of your staff and children, during my visit on 27 September 2006 to look at work in PSHE.

As outlined in my initial letter, as well as looking at key areas of the subject, the visit had a particular focus on assessment and transition.

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 should we wish to cite specific aspects of practice we will contact the school first. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: interviews with staff and children, scrutiny of relevant documentation, analysis of children's work and observation of three lessons and break-times.

The overall effectiveness of Personal, Social and Health Education was judged to be good.

Achievement and standards are outstanding.

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- Children make excellent progress in most aspects of PSHE and outcomes are likely to compare very well with those attained by children in similar schools
- have their progress ensured through the carefully structured and comprehensive PSHE scheme of work
- analyse problems and situations extremely effectively and reflect upon consequences
- show great confidence and are able to discuss their opinions articulately
- are particularly polite and respectful
- enjoy learning and being involved in teamwork and making decisions
- have extremely good interpersonal skills
- are developing a growing awareness of the value of a good diet and exercise but this is not necessarily translated into practice
- know who to go to for help
- have a satisfactory understanding of managing themselves regarding smoking and substance abuse
- are very confident about their ability to deal with whatever life presents
- work very well with others and older pupils can make the link between what they are learning now and the possible impact on their future lives
- behave exceptionally well and this is a strength of the school.

Quality of teaching and learning

Quality of teaching and learning of PSHE is outstanding.

The staff team provides:

- a wide range of strategies to ensure all children are challenged appropriately and to maintain their interest and enthusiasm
- children with exceptional opportunities to share their ideas and to develop self-confidence
- an environment which is both physically and emotionally secure and this helps children to flourish
- effective informal assessment procedures through questioning and observation, but limited formal assessments of children's progress in PSHE
- extremely well-focused support to help children manage obstacles or challenges
- excellent guidance in sessions where children learn how they could do better.

## The Curriculum

The quality of curriculum for PSHE is good.

The school provides:

- a good range of resources
- a curriculum which is clearly structured and makes good use of published materials
- children with a breadth of skills to fit them for the next stage of their education and they are very aware of how PSHE will help them as adults
- a good range of extended services including before-and after-school care
- significant opportunities for developing PSHE through the school council process, the play barn, residential trips and other projects.

## Leadership and management

Leadership and management of PSHE are good.

The leadership and management:

- have in place a good range of relevant policies and ensure that all statutory requirements for PSHE are met
- ensure that a coherent scheme of work is used which covers effectively the learning expected for all year groups
- know the school well and has made an accurate evaluation of what has been successful and what still needs to be done
- have identified assessment as a key area for development.

## Inclusion

Inclusion is good.

- All children have appropriate opportunities to achieve their best.
- For those who find behaving well more difficult there are very effective support structures.
- Differentiation is in place but not always explicit or informed by assessment.
- Teaching, curriculum and additional opportunities enable all children to work hard and make very good progress in sessions.

Areas for improvement, which we discussed, included:

- to ensure there is consistent practice in assessing and recording what children have learnt and what are the next steps especially for the lower and higher attaining children
- to develop the PSHE provision through links with other subjects
- to gain an overview of the subject knowledge of staff to plan a programme of relevant training.

I hope these observations are useful as you continue to develop PSHE in the school.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Susan Wheeler  
Her Majesty's Inspector of Schools