

Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404045
F 020 7421 6644
www.ofsted.gov.uk



23 November 2006

Mr David Bird
Headteacher
Bradfield School
Kirk Edge Road
Worrall
Sheffield
S35 0AE

Dear Mr Bird

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

Thank you for your hospitality and co-operation, and that of your staff and students, during my visit on 14-15 November 2006 to look at work in PSHE. As outlined in my initial letter, the focus of my visit was on the assessment of PSHE.

The visit provided valuable information which will contribute to our evaluation and reporting. Any published report is likely to list the names of the institutions visited, but we would not identify individual institutions within the report itself.

The evidence used to inform the judgements I made included interviews with yourself, the Assistant Headteacher with overall responsibility for PSHE, the curriculum leader for PSHE, your anti drugs worker and four pastoral leaders, discussions with students, scrutiny of school documentation, analysis of students' work, and observations of parts of five lessons, an assembly, the visiting theatre company and the school council at work.

I undertook to provide a brief written version of the main points made in my feedback at the end of the visit, to support development in PSHE. This follows:

The overall effectiveness of PSHE was judged to be satisfactory

Achievement and standards are satisfactory.

- Students of all abilities make satisfactory progress in developing their personal and social skills.
- They behave well in class and around the school.

- In PSHE lessons and activities most listen well and respond positively to the work, which they value.
- As students move through the school they respond well to the school's guidance on issues such as their health and safety and show increasing maturity. All of the students spoken to are confident that the school looks after their well being.
- The school ensures that students have a say in its work, including through the school council.

Quality of provision is satisfactory

- The school's curriculum appropriately reflects students' needs regarding the development of their personal, social and health awareness.
- The school places great store by its provision in PSHE and is well supported by the teaching of citizenship and the comprehensive programme for careers educational and guidance.
- Transition arrangements are satisfactory. In order to be sure about what students already understand, the school asks each of its feeder primary schools how much pupils know about issues such as sex and relationship education. Older students are well guided into the next stage of their lives, with good links with a range of local providers. The school has good knowledge about what its students go on to achieve after they have left.
- The quality of teaching is satisfactory. Many good aspects were observed. The climate for learning in lessons is consistently good. Teachers plan for a variety of activities which usually capture interest and holds attention, particularly the older students. Lessons are well structured and usually move along at an appropriate pace. Relationships are good.
- Teachers have good knowledge of every student but the formal recording of the progress they make over time is not recorded well enough. In lessons, opportunities are missed to encourage students to work in groups made up of girls and boys or of different abilities.

Subject leadership and management are satisfactory

- The school's evaluation of its provision in PSHE is accurate. The subject has a secure place alongside citizenship within the school's framework for planning and so it plays its part in all that the school seeks to achieve. Good attention is paid to the subject's development.
- Teachers are becoming experienced in their awareness of the subject. Changes to the school's management structures have been introduced to more effectively support students of all abilities. Managers have a wealth of information about how provision in PSHE leads to positive outcomes for students. These have yet to be routinely documented and so it is appropriate that the subject is to

be part of the school's regular review cycle. Governors are active in supporting PSHE and this would be an ideal opportunity to also involve the parents and the student body more. School managers are working to improve lunchtime arrangements.

- School improvement planning over the longer term is explicitly based on the principle that 'every child matters'.

Subject issue: the assessment of students' learning.

- The assessment of students' learning is satisfactory overall and is developing alongside other aspects of PSHE. Students are able to talk about their increasing awareness about key issues such as drugs and bullying. However, the recording of progress and reporting to parents about the key aspects of PSHE is not rigorous enough.

Inclusion is good.

- Attention is given to the needs of pupils of all abilities and dispositions. The school is mindful of the work it does with all students to educate them about their responsibilities as part of both the local community, and indeed further a field. In this regard sponsorship of teachers to work with less advantaged communities overseas is innovative and is having a positive impact on the PSHE curriculum.

Areas for improvement, which we discussed, included:

- achievement of the Healthy Schools Standard
- record assessments so that students' progress in PSHE can be charted from year to year
- report to parents on pupils' progress in PSHE.

I hope these observations are useful as you continue to develop PSHE in the school. As I explained, a copy of this letter will be sent to your Local Authority and will also be available to the team for your next institutional inspection.

Yours sincerely

Henry Moreton
Additional Inspector