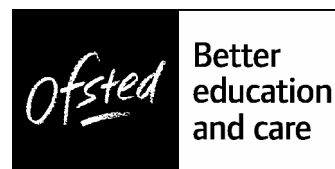


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23 November 2006

Mrs S Draper  
Headteacher  
Hinde House School  
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Dear Mrs Draper

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

Thank you for your hospitality and co-operation, and that of your staff and pupils, during my visit on 15-16 November 2006 to look at work in PSHE (guidance). As outlined in my initial letter, the focus of my visit was on assessment. 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 you, your deputy headteacher, the primary phase leader, the PSHCE co-ordinators, the access/inclusion officer, the assistant headteachers, the senior learning mentor and the school nurse; discussions with parents and a teaching assistant from the LSU; scrutiny of school documentation; analysis of students' work; discussions with students, observation of a lesson, an assembly and part of the anti bullying workshop.

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 (guidance).

This follows:

The overall effectiveness of PSHE (guidance) was judged to be satisfactory

Achievement and standards are satisfactory

- Students of all abilities make satisfactory progress in developing their personal and social skills because of the support each is given by staff.
- The great majority of students behave well around the school.

- The transition from the primary phase to the secondary phase is a smooth one. As students move through the school they respond positively to the school's caring and supportive ethos. Students respond well to the range of opportunities available to them as peer mediators and school councillors (primary phase), and as year counsellors and ambassadors (secondary phase). All the students spoken to are confident that the school looks after their well being.

#### Quality of provision is satisfactory

- The curriculum is broad and provides a wide range of learning opportunities in PSHE (guidance).
- There are an interesting range of visits and visitors. In the primary phase pupils value the weekly circle times where they talk about the important issues that affect their personal, social and health development. In the secondary phase the school is understandably proud of its innovative work in developing 'pathways' through Key Stage 4 which are well matched to the needs of students, and especially those with particular needs.
- Few lessons were seen during the visit but the evidence provided shows that the school's evaluation of its provision, including the quality of teaching and learning, is accurate. The subject is largely taught by 'non specialists' who receive good support from the subject and year leaders.
- Lessons are well complemented by a wide range of external 'experts' who deliver a specialist input.
- While there is evidence of ongoing assessment taking place, the progress made by pupils over time from the age of 3 through to 16 is not rigorously documented in all of the important aspects of PSHE.
- Support and guidance is good. Students are given every opportunity to develop their particular interests and skills, with the school prepared to go that extra step to ensure that the needs of individuals and groups of individuals such as girls and vulnerable students are met. These evolve over time to meet specific needs.
- The work with Year 1 pupils - the 'dinosaur' club - that also involves several parents is enabling children to express their concerns in safe conditions.
- The work on 'resolving conflicts' is highly valued by the students because they are proud of being part of such a caring institution. Arrangements for transition are good with the school working effectively with its post 16 providers to ensure that students are given opportunities to succeed whatever their destination.

#### Subject leadership and management is satisfactory

- PSHE is given significant status within the curriculum, underpinning all the school seeks to achieve. The large team of teachers is well

supported by managers but because of some recent longstanding staffing problems there is no clear co-ordination of provision across both the primary and secondary phases - though this is soon to be resolved with the appointment of a deputy headteacher with overall responsibility for provision in PSHE.

Subject issue: the assessment of students' learning

- The assessment of students' learning is satisfactory. Teachers know students well and this means that provision meets individual needs. Students' achievements are documented well, and they maintain exhaustive portfolios of their work. However, the progress they make in important aspects of PSHE over time are not recorded systematically.

Inclusion is good

- The students spoken to were clear that they work in an inclusive school community. They take a role in decisions that affect them though this 'student voice' could be strengthened.
- Students are encouraged to take responsibility and support each other. They are knowledgeable about issues affecting young people and are encouraged to take responsibility for their actions. There is a very explicit drive to eliminate all signs of racism and bullying in this school.

Areas for improvement, which we discussed, included:

- develop the strategic management of PSHE for the whole school
- improve assessment arrangements
- achieve the Healthy School Standard.

I hope these observations are useful as you continue to develop PSHE (guidance) 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