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Mrs E Swindells  
Headteacher  
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Dear Mrs Swindells

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 23 January 2007 to look at work in PSHE.

As outlined in my initial letter, the focus of my visit was on the following aspects of PSHE: assessment, transition and work with parents.

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 members of the senior leadership team, the subject co-ordinator, teaching assistants, the positive playworker, the school nurse, the lunchtime healthy eating worker, a carer, school governors and the School Council, scrutiny of school documentation including pupils' work, observation of three lessons and the whole school assembly, and visits to the 'socially speaking', 'speechlink' and 'toe to toe' activities.

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.

The overall effectiveness of PSHE was judged to be good with some outstanding features.

Pupils have a satisfactory knowledge and understanding of aspects of PSHE.

- Over time, pupils are making good progress in developing their skills, including 'those of discussion, during 'circle time'.

- Pupils have a sound understanding of healthy lifestyles, and make healthy choices.
- Pupils have an age appropriate knowledge of drugs and their effects, and of aspects of sex and relationship education.

The personal development and well-being of pupils is good.

- Attendance is improving because of the clear identification of the issues and the effective use of resources to tackle them.
- Behaviour is improving as a result of the extensive system of rewards and sanctions, including the 'catch me being good' stickers.
- Pupils enjoy school and are very well supported.
- The positive impact of the School Council on the life of the school is well evaluated.

The quality of teaching is good or better.

- Lessons are very well planned and managed.
- Non teaching staff make an excellent contribution to provision in small group and 1:1 settings.
- Teachers know their children very well and use the excellent 'class profiles' to target provision appropriately.
- Teachers address well the social and emotional aspects of learning.

The quality of the PSHE curriculum is good.

- Provision is comprehensive and includes the 'crucial crew' for life skills and 'all geared up' for drugs awareness programmes.
- Provision is based on the assessed needs of pupils.
- It is enhanced by a wide range of visits, visitors and activities.

The provision for care, support and guidance for all pupils is good, with some outstanding features.

- Work with a range of external agencies is good.
- Excellent on-going links have been established to support pupils' transition to secondary education.
- Parents and carers are very well supported, with an extensive range of opportunities to be involved in the education of their children.

Subject leadership and management are good.

- Provision is monitored and evaluated, and areas for improvement clearly identified.
- Governors are very active in promoting and evaluating provision.
- Resources are targeted well, including the use of staff.

## Subject issues

- Assessment is satisfactory.
- Work with parents is good, with a wide range of activities designed to develop the school's links with extended families.
- Transition arrangements are good, with some outstanding features.

This is an inclusive school.

- Awareness of the needs of all pupils is exceptionally good.
- Staff have a very good understanding about how to meet the needs of pupils of all abilities.
- School managers give high priority to the subject's development, and encourage staff to develop provision.

Areas for improvement, which we discussed, included:

- the use of assessment in monitoring pupils' progress
- the recording of pupils' contributions during lessons
- reporting to parents on pupils' progress over time.

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