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Mrs Doyle  
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Dear Mrs Doyle

Ofsted survey inspection programme – Personal, Social and Health Education (PSHE)

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 28 June 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:

- how the PSHE curriculum meets the specific needs of pupils in your local area, and how progress is tracked and assessed; and
- the contribution made by PSHE to the future economic well-being of your pupils.

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. 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 yourself, the PSHE subject leader and pupils from Years 3 and 4, scrutiny of relevant documentation, analysis of pupils' work and observation of three lessons.

The overall effectiveness of PSHE was judged to be satisfactory with many good features.

Achievement and standards

Achievement is satisfactory.

- Pupils have good knowledge about how to keep themselves safe in a variety of situations. They have reasonable levels of understanding of what is meant by a healthy diet but they do not always put this into practice at lunchtime. Their knowledge about harmful substances is less secure.
- Personal development is good. Pupils have positive attitudes and enjoy PSHE lessons and circle time.
- They are confident to express their opinions and are polite and friendly. They are mutually supportive but do not always listen well to each other.
- In the Reception class children concentrate well. They play together happily, share equipment, take turns and follow instructions.

### Quality of teaching and learning of PSHE

The quality of teaching and learning in PSHE is good.

- Teachers build productive relationships with their classes; they act as good role models and have high expectations.
- They use skilful questioning techniques and make effective use of praise and encouragement.
- Very good use is made of external speakers to enhance teaching.
- In some lessons learning objectives lack clarity or are too numerous to be realistically achieved.
- Assessment is satisfactory. Teachers know their pupils well and report to parents on PSHE. There is some assessment of the cross curricular elements of PSHE but little formal tracking of progress.
- The quality of care given to pupils is very good. Pupils feel safe and secure and feel they could talk to teachers about their problems.

### Quality of the curriculum

The curriculum is satisfactory.

- An outstanding feature of the curriculum is the work of the school council which gives every pupil an experience of active citizenship.
- The curriculum is adapted for the particular location of the school by the work done on the Village Vision Mapping project.
- There is good provision for physical activity through two hours of physical education lessons, playground games, inter-school sports competitions, Walk to School week and the Travel plan.
- The school is working towards the Healthy School Award and this is having a positive impact.
- Pupils have the opportunity to take part in many activities but it is not always clear what the learning objectives and outcomes are.
- There are no schemes of work and teachers plan their own lessons, incorporating Social and Emotional Aspects of learning (SEAL) materials. They need more support to help them do this successfully.

## Leadership and management of PSHE

The leadership and management of PSHE are satisfactory.

- The subject leader is committed and enthusiastic. She has monitored lessons carefully and completed exemplary cross-curricular mapping.
- PSHE has not been a high priority in the school recently and the subject leader has lacked time, funding and training.
- Some key policies are in need of review.

Subject issue: How well are pupils prepared for future economic well-being?

Pupils are well prepared for adult life.

- Older pupils feel well prepared for the move to middle school and beyond.
- Pupils are all provided with a range of activities in which they take responsibility and are expected to use their initiative. For example, they are representatives on the school council and the Eco School work; they act as playground buddies and run the stalls at the school fair.

## Inclusion

Inclusion is good.

- The school is committed to providing for the full range of needs and abilities. For example, pupils who have behavioural difficulties are identified and given additional help in developing social skills.
- The very few pupils from mixed heritage backgrounds are fully integrated into the life of the school, and achieve better than other pupils. All pupils are made aware of and appreciate the diversity of multi-cultural society.
- More able pupils are not always given work which stimulates and challenges them in PSHE.

Areas for improvement, which we discussed, included:

- putting in place schemes of work to pull the various activities together and support teachers' planning
- improving the tracking and recording of progress in PSHE
- updating key policy documents.

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

Margaret Jones  
Her Majesty's Inspector