

Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404040
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



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Mrs Hughes
Headteacher
Hadnall CofE Primary School
Astley Lane
Hadnall
Shrewsbury
Shropshire
SY4 4BE

Dear Mrs Hughes

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 03 July to look at work in PSHE.

As outlined in my initial letter, as well as looking at key areas of PSHE, 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 governor, school council, and Year 6 pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of three lessons playtime and an assembly.

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

Achievement and standards

Achievement is satisfactory.

- Pupils know how to keep themselves safe and healthy. 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 sex and relationships education (SRE) and harmful substances is less secure.
- In Years 1 and 2 pupils understand that some animals are close to extinction and that we need to care for the environment.
- Older pupils have good knowledge about citizenship and the work of the local council.
- Personal development is good. Pupils have positive attitudes and are enthusiastic about PSHE lessons. The behaviour seen in lessons was good.
- Older pupils are open, friendly and keen to participate. They are not always articulate and do not always listen to each other; their concentration spans are short.
- Younger children play together happily, share equipment, take turns and follow instructions.

Quality of teaching and learning of PSHE

The quality of teaching and learning is good.

- Teachers build productive relationships with their classes; they manage behaviour and organise their classrooms well.
- Lessons are usually well prepared and planned, although learning objectives are not always shared clearly with pupils, or are too numerous to be realistically achieved.
- Teachers give precise explanations and instructions, and use a variety of interesting methods to teach PSHE.
- Very good use is made of external speakers to enhance teaching.
- Assessment is at an early stage of development but is satisfactory. Teachers know their pupils well and report to parents on PSHE, and are starting to use grids to track progress.
- The quality of care given to pupils is very good. Pupils feel safe and secure and feel they can talk to teachers about their problems.

Quality of the curriculum

The curriculum is satisfactory.

- Good features of the curriculum are: the work of the school council which gives every pupil an experience of active citizenship; the eye catching displays around the school which stimulate learning; and, the very good links with the nursery school next door.
- There is good provision for physical activity through two hours of physical education lessons, playground games, sports coaching and the school's travel plan.

- The school is working towards the Healthy School Award and this is having a positive impact through, for example, the introduction of Fruity Friday.
- Planning for lessons is effective and uses the schemes of work provided by the local authority and Social and Emotional Aspects of Learning (SEAL) materials.
- There is a good range of extra-curricular activities which help to develop PSHE.
- However, the half hour sessions allocated to PSHE and citizenship are not really long enough and because of the mixed-aged classes there is a lack of continuity. Circle time is not used regularly.
- Sex and relationships education is only just beginning with Year 6 pupils.

Leadership and management of PSHE

The leadership and management of PSHE are satisfactory.

- As recently appointed headteacher, you are acting as subject leader. You have put in place a detailed action plan which accurately covers all that needs to be done.
- Due to the small size of the school and the part-time nature of much of the staffing, you are doing many tasks yourself and as yet there has been little delegation. As a result of this overload, there has been no monitoring or lesson observation done of PSHE, and no Healthy Schools group has been set up.
- Some key policies on SRE, drug education and PSHE are in need of review and ratification by the governing body.

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 secondary school, but would like to do more exploration of different jobs they might do in the future.
- All 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, grow plants to sell to purchase further seeds for the school garden and organise events to raise money for playground equipment.

Inclusion

Inclusion is satisfactory.

- Pupils with learning difficulties or disabilities, especially those on the autistic spectrum, are given effective support and are included in activities where possible.

- Despite the mixed age nature of the classes little differentiation of tasks or resources was seen either in lessons or in the planning for PSHE.
- Pupils are made aware of the diversity of multi-cultural Britain but more could be done to expand their experience.

Areas for improvement, which we discussed, included:

- spreading responsibility for PSHE to involve staff and governors more actively, and then monitoring the results
- ensuring appropriate coverage of sex and relationships education across the school
- completing and updating key policies.

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

