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Mrs P Allison
Headteacher
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Dear Mrs Allison

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 Tuesday 16 October 2007 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: observation of two lessons, a class assembly, a circle time, activities in the Reception/Foundation Stage, interviews with staff, the 'playground pals', the learning mentor and members of the school council, scrutiny of relevant documentation, observation of pupils at play and work around the school, and taking lunch with them.

The overall effectiveness of PSHE was judged to be good.

Achievement and standards in PSHE

Achievement in PSHE is good.

- Pupils form effective relationships, understand the importance of health and how to stay safe. They have good regard for the well being of others.
- Pupils' attendance and punctuality to school are good.
- Pupils willingly take on responsibilities in class and around the school.
- Pupils' achievements in a range of activities are recognised through the school's effective reward system.
- The vast majority of pupils are very well behaved in lessons and around the school; the immature behaviour of less than a handful of boys is not welcomed by pupils.

Quality of teaching and learning of PSHE

The quality of PSHE teaching is good.

- Lessons include opportunities for pupils to reflect and to celebrate their successes.
- Teachers plan for opportunities to use the school's system of rewards; the sanctions that are very occasionally used are supported by pupils.
- Resources, including computers, are well used in lessons.
- Opportunities are regularly taken for pupils to work together through their 'talking partners'.
- Opportunities are missed to systematically assess and record pupils' progress over time.

Quality of the PSHE curriculum

The curriculum is good.

- The curriculum meets all the statutory requirements and teachers adapt materials well to meet pupils' needs.
- Pupils value the input from 'experts' such as the Life Education Caravan and the male/female school nurses.
- End of year reports to parents are useful summaries of pupils' skills and attitudes.
- About two thirds of pupils enjoy a very healthy school lunch.
- Teachers know their pupils very well but do not routinely assess and record their progress in all aspects of the subject.

Leadership and management of PSHE

The leadership and management of PSHE are good.

- The school's evaluation of its strengths and weaknesses is accurate.
- The learning mentor very successfully supports pupils in their various roles such as 'buddies' and 'playground pals'.
- The subject development plans show good improvements over time with the introduction of class councils and a school council, work towards the healthy schools award and additions to the policy guidelines.
- Parents and governors are not involved enough in developments in the subject.

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

Pupils are well prepared for adult life.

- Their behaviour and attendance are good.
- Pupils reach above average standards in literacy and numeracy.
- They have a good awareness of financial issues, and use 'real' money in numeracy lessons.
- Pupils have many opportunities to work in teams and to take on a range of responsibilities.

Inclusion

Inclusion is good.

- The school makes good provision for pupils with learning difficulties and disabilities, preparing its staff and building well to meet their needs.
- All pupils are included in activities, including the Year 5 residential outdoor education experience.

Areas for improvement, which we discussed, included:

- systematically assess and record pupils' progress over time
- involve parents and governors in the development of the subject.

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

Henry Moreton
Additional Inspector