

Alexandra House
33 Kingsway
London
WC2B 6SE

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



30 December 2008

Mr R Dodd
Headteacher
Paddock Junior, Infant & Nursery School
Heaton Road
Paddock
Huddersfield
West Yorkshire
HD1 4JJ

Dear Mr Dodd

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 Wednesday 17 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 one lesson in each key stage, discussions with yourself, school managers and several members of staff, discussions with former members of the school council and observation of the school council in session, observation of pupils at work and at play around the school, and scrutiny of relevant documentation.

The overall effectiveness of PSHE was judged to be good.

Achievement and standards in PSHE

Achievement in PSHE is good.

- Pupils behave very well. Their attendance is broadly satisfactory.
- They achieve well and make very good progress in their personal development.
- Pupils develop a strong sense of community. Social cohesion is strong in the school.
- They know how important it is to be fit and healthy, and how to stay safe.
- Pupils enjoy and value their work in PSHE, and respond very well.

Quality of teaching and learning of PSHE

The quality of PSHE teaching is good.

- Both lessons seen were outstanding.
- Teachers enjoy excellent relationships with pupils.
- Activities are very well matched to pupils' preferred learning styles.
- High priority is given to developing pupils' listening and speaking skills.
- The excellent support provided by the large number of adults is having a significant impact on pupils' well being.
- Opportunities to assess, track and record pupils' ongoing progress are not taken.

Quality of the PSHE curriculum

The curriculum is good.

- The school council plays a very significant role in the life and work of the school.
- The content of lessons is very well matched to the needs of the pupils, with priority given to developing their confidence and self esteem.
- The curriculum is challenging and addresses racism head on.
- End of year reports to parents are comprehensive but ongoing assessment is not well documented.
- Pupils are involved well in their children's learning.
- The school holds the healthy schools award (gold).

Leadership and management of PSHE

The leadership and management of PSHE is good

- School leaders have a good understanding of the quality of provision.
- Links with the local community, including with the local pyramid of schools, are excellent.
- The expertise of the subject leader is used to very good effect to develop very strong links with the local pyramid of schools, and further afield. This supports pupils' transition to secondary education.
- Governors take an active interest, including attending the school council meetings.
- School leaders have a good understanding of the quality of provision.
- The improvement plan does not set out clear and measurable targets.

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

Pupils are well prepared for adult life.

- Pupils achieve well in literacy and numeracy.
- They are well versed in decision making and basic budgeting.
- Pupils have many chances to work in teams, in and out of class.
- Pupils have many opportunities to exercise responsibility including as 'playground pals' and 'buddies'.

Inclusion

Inclusion is good.

- Levels of mobility are high and the school is meticulous in planning for the needs of newcomers.
- Pupils with learning difficulties are very well integrated into school life.
- Self awareness is successfully promoted by the school's system of rewards and sanctions.

Areas for improvement, which we discussed, included:

- systematically assess, track and record the development of pupils' knowledge, understanding and skills over time.

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