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Mrs Sandford

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 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 should we wish to cite specific aspects of practice we will contact the school first. 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 and the deputy headteacher, the PSHE co-ordinator, special needs co-ordinator, pupils from the school council and pupils from Year 6, scrutiny of relevant documentation, analysis of pupils' work and observation of three lessons and assembly.

The overall effectiveness of Personal, Social and Health Education was judged to be good, with many outstanding features.

Achievement in PSHE

Achievement in PSHE is good.

- In the Reception class children listen attentively, work well in pairs and are developing the confidence to ask questions.
- Pupils in other years know what is meant by a balanced diet and how to keep healthy. Older pupils have very good knowledge of the dangers of smoking and alcohol. They understand about the changes that occur whilst growing up.
- Pupils are less secure in their knowledge about what it means to be a good citizen.
- Personal development is outstanding. Behaviour is excellent and pupils have positive attitudes to PSHE.
- Pupils are lively and curious. They work well together and are able to listen, reflect, discuss and present their own opinions confidently.

Quality of Teaching and Learning of PSHE

The quality of PSHE teaching is outstanding.

- Teachers have good subject knowledge, excellent relationships with their classes and act as excellent role models.
- Teaching in the Foundation stage is creative and makes learning fun by using a range of learning styles including information communication technology (ICT).
- All the teachers observed made very good use of random paired work and modelling techniques.
- Occasionally the pace of lessons is too slow and pupils spend too much time on the carpet.
- Assessment is satisfactory and uses the end of Key Stage statements, but, except for the Foundation Stage, progress through units of work is not systematically recorded.
- Pupils are very well supported. They feel safe and secure and have a range of adults to whom they can turn if they have a problem.

Quality of curriculum

The curriculum is good.

- The commercial scheme used previously is now being superseded by more up-to-date materials in Year 6 and the curriculum is being enhanced by the judicious introduction of Social and Emotional Aspects of Learning (SEAL) materials. However, the depth of coverage is not consistent and areas such as citizenship could be developed further.
- The school has gained the Healthy School Award and this has had a positive impact on lunchtime, healthy eating, and the curriculum. For example, all pupils now have the opportunity to do practical cookery

lessons, and the Healthy School working group has developed a detailed Whole School Food policy.

- Effective use is made of the "Life Bus" and external speakers, including the school nurse, to enrich provision.
- A wide range of extra-curricular activities such as sports, gardening, cookery and road safety clubs and residential add to the PSHE curriculum.
- The school council plays an important part in school life and pupils feel valued and listened to.

Leadership and management of PSHE

The leadership and management of PSHE are outstanding.

- This is the case both at the whole school and co-ordinator level. PSHE is at the heart of the school community and there is a clear sense of direction and purpose.
- The recently appointed co-ordinator is well-trained, committed and enthusiastic
- Rigorous monitoring and evaluation of impact and outcomes from the PSHE programme has taken place, on a par with other subjects. This has led to into development planning to take the subject forward.
- Access to continuing professional development is excellent and senior staff have received useful training on SEAL materials.

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 and beyond.
- Pupils are all provided with a range of activities in which they take responsibility and are expected to use their initiative.
- There is a unit of work on transition and a unit on dealing with pocket money but more work could be done to help pupils explore work roles.

Inclusion

Evidence has been seen of good inclusion practice.

- 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.
- Pupils from traveller backgrounds are fully integrated into the life and work of the school, and achieve as well as other pupils.
- The school has set up a disability group to plan to meet the needs of new arrivals.

Areas for improvement, which we discussed, included:

- refining the system for tracking and recording pupils' progress in PSHE
- reviewing the curriculum to ensure consistent coverage of the PSHE curriculum.

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 of Schools