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Mr M White  
Headteacher  
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Dear Mr White

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 06 December 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 you, the present PSHE leader and the former leader, the co-ordinator of Healthy Schools and deputy headteacher, the organiser of Food week, the school council, and groups of Year 6 pupils, scrutiny of relevant documentation, analysis of pupils' work, observation of three lessons, and an assembly.

The overall effectiveness of PSHE was judged to be good.

## Achievement in PSHE

Achievement in PSHE is good.

- Pupils understand the need for a balanced diet and know the 'five fruit and vegetable' message. They know which foods ought to be restricted but they do not always put this into practice in the packed lunches many of them bring to school.
- Pupils know why they should have regular exercise and the majority participate in extra-curricular sports activities.
- They have good understanding of the dangers of nicotine, alcohol and illegal substances.
- They are less secure in their knowledge about democracy and the diversity in modern Britain.
- Pupils' personal development and behaviour are good. They enjoy their work and have positive attitudes towards the subject. They are articulate, although not all pupils are clearly audible when they speak. Their skills of working together in groups need to be further developed.

## Quality of teaching and learning in PSHE

The quality of PSHE teaching seen was good.

- Teachers have excellent relationships with their classes, and maintain good discipline. They are coping very well with teaching different age groups in the new school.
- Effective use is made of information and communication technology (ICT).
- However, teachers emphasise writing things down at the expense of exploring feelings and opinions through more active methods such as role-play and discussion.
- Assessment is satisfactory, but it could be further developed through the use of tasks to assess levels of knowledge and understanding.
- There is evidence of outstanding care for individual pupils through the circle of friends and buddy bench. Pupils feel safe and secure and have a range of adults to whom they can turn if they have a problem.

## Quality of the curriculum

The curriculum for PSHE is satisfactory.

- There are several good and innovative aspects of the curriculum. Pupils take part in a visit to the local doctor's surgery to find out about the health services which are available; there is a good range of extra-curricular activities such as choir and sports groups which help to develop pupils' social skills.
- The work of the school and Eco councils are excellent and give all pupils an experience of active citizenship.

- The school is working towards accreditation for Healthy School status and has run a week based on learning about food.
- However, there are gaps in curriculum coverage, and not enough is done on citizenship or preparation for economic well-being.
- There are no schemes of work, only outline planning, at present, and teachers do not have sufficient guidance in the methodology of teaching PSHE.

## Leadership and management of PSHE

The leadership and management of PSHE are good.

- The senior leadership of the school is well aware of the important contribution PSHE can make to the *Every Child Matters* agenda, and several aspects relating to PSHE appear in the school development plan.
- The PSHE co-ordinator is new to the post. She is enthusiastic and in the process of being trained.
- Monitoring and evaluation takes place through surveys and questionnaires but there is insufficient focus on the quality of teaching and learning.

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

This aspect is satisfactory.

- There are good opportunities for pupils to take responsibility across the school.
- Not enough work takes place on managing personal finances or on enterprise education.

## Inclusion

There is evidence of good practice.

- All pupils were included in lessons by skilful questioning techniques and teachers giving individual help when needed.

Areas for improvement, which we discussed, included:

- improve curriculum coverage of PSHE and citizenship
- sharpen monitoring and evaluation so it focuses on teaching and learning
- formalise assessment by introducing assessment tasks at the end of units.

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