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Mr D Collins
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Dear Mr Collins

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 19 November 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 staff and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of lessons.

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

Achievement and standards in PSHE

Achievement in PSHE was good.

- Pupils enjoy their work and have positive attitudes towards PSHE.
- Relationships are excellent and the pupils show respect for the views of others. They are confident when expressing their feelings and when responding to questions.
- From reception to Year 6, pupils make good progress in developing their subject knowledge and understanding.
- They can recognise the similarities and differences between people and readily identify how their needs can be met.
- Pupils have an excellent knowledge of the key aspects of a healthy lifestyle. Their commitment to healthy eating reflects their positive attitudes to personal health and well-being.

Quality of teaching and learning of PSHE

The quality of PSHE teaching is good with some outstanding features.

- Teachers' subject knowledge is excellent as is their lesson planning.
- They employ a good range of teaching approaches and are well supported by the teaching assistants.
- Assessment practice is good. A wide range of evidence is used to assess pupils' progress. Particularly good practice involved one of the assistants in assessing and recording pupils' contributions to the class discussion.

Quality of the curriculum

The curriculum is outstanding.

- The PSHE curriculum has a clear structure and content and is well matched to the assessed needs of the pupils.
- The school has recently achieved healthy schools status and this has positively influenced both the planning of the PSHE curriculum and the assessment of pupils' progress.
- The high quality of the joint planning and the leadership of the coordinator have ensured that PSHE is successfully taught both as a subject in its own right and through other subjects such as physical education.
- SEAL (Social and Emotional Aspects of Learning) materials have been successfully incorporated into the PSHE programme.

Leadership and management of PSHE

The leadership and management of PSHE are outstanding.

- The PSHE coordinator provides excellent leadership of a committed and enthusiastic staff team.
- Both you and the coordinator have a clear view of the quality of the PSHE programme that is firmly based on regular monitoring and evaluation. You have both formed accurate judgements and have identified what the next developments might be.
- The PSHE curriculum and its associated policies meet statutory requirements, for example, in relation to drug use and misuse and to sex and relationships education.

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

Provision for economic well-being is good with some outstanding features.

- Through the curriculum and other activities, pupils have access to a wide range of relevant experiences. For example, the guidance on transition written by pupils in Years 5 and 6 will help pupils to deal with change.
- Pupils understand what it is to be a good learner. They work very effectively in teams. Their behaviour is excellent and they are very effective in the management of their own learning.
- Pupils' key skills are developing well.
- The involvement of members of the local community has helped pupils to develop their understanding of the range of work places.

Inclusion

This is an inclusive school.

- The school's values embrace inclusion and the values of the school are reflected in the PSHE curriculum.
- The PSHE coordinator and the teachers know how well different groups progress in PSHE. They ensure that all pupils participate in lessons and have effective strategies for promoting good relationships and managing behaviour.

Areas for improvement, which we discussed, included:

- as part of the process for achieving Healthy School status, the school gathered a considerable quantity of evidence of pupils' achievement; this evidence might be used to make assessments of progress
- pupils could be involved in the assessment of their own work and that of others.

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

Peter Griffiths
Additional Inspector