

Alexandra House
33 Kingsway
London
WC2B 6SE

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



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Mrs R Thompson
Headteacher
Reedley Primary School
Reedley Road
Reedley
Burnley
Lancashire
BB10 2NE

Dear Mrs Thompson

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 9 June 2008 to look at work in PSHE.

The visit provided valuable information that 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 yourself, pupils, staff and governors, and representatives from the local community, scrutiny of relevant documentation, and observation of three lessons.

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

Achievement

Achievement in PSHE is good.

- Pupils enjoy PSHE activities and have positive attitudes towards the subject.
- Pupils' personal development is good. For example, through 'getting on and falling out' activities they learn to listen to others' ideas, make suggestions and compromise if necessary.
- Pupils know how important it is to keep healthy, thoroughly enjoying the newly introduced whole school 'yoga' sessions.
- Pupils have a sound knowledge of the dangers of smoking and alcohol.

- Pupils respond very well to taking on responsibilities, relishing the opportunities to be 'bully busters', school councillors or school ambassadors.
- PSHE activities help pupils prepare very well for life in a diverse society.

Quality of teaching and learning in PSHE

The quality of PSHE teaching and learning is good.

- Teachers have good subject knowledge as a result of professional development and effective support in PSHE work.
- Teachers use accommodation well. The 'twigloo', built from willow branches, provides a lovely outdoor setting for circle time activities.
- Computers are used very effectively. During their transition work Year 6 pupils use the school's Virtual Learning Environment to research their new schools, while Year 4 pupils use computers to prepare 'Welcome Packs' for the younger children.
- Planning for PSHE sets out a range of activities that focus on the development of pupils' personal and social skills.
- Arrangements for assessment are developing but are not comprehensive and do not cover all the elements of the PSHE programme.
- Teachers report to parents on the personal and social skills pupils develop over time. The format for these reports is helpful to parents and carers.

Quality of the curriculum

The curriculum is outstanding.

- The Social and Emotional Aspects of Learning (SEAL) materials are used very well to provide an interesting range of activities.
- The most effective PSHE lessons provide a good level of challenge by setting more able pupils more demanding tasks.
- Teachers use photographic evidence very well to record and celebrate pupils' outcomes in PSHE.
- The school has achieved the Healthy School award, resulting in pupils having a greater understanding of how to eat healthily.
- Pupils of all ages value the annual visit of the 'life education bus'.
- Excellent relationships are established with an extensive range of local agencies that support pupils' well-being.
- Several members of staff are learning Urdu in order to foster effective relationships with parents and carers, and the local community.
- The school is inclusive. The children with learning difficulties and disabilities are fully involved in all PSHE related activities.

Leadership and management of PSHE

The leadership and management of PSHE are outstanding.

- The senior management team has improved provision through the introduction of whole school PSHE related initiatives.
- The subject leader is very well supported by the learning mentor who is very active in supporting pupils.
- The subject leader's action planning is focussed on improving provision.
- Self-evaluation is accurate and is used by school leaders to respond to the specific needs of different groups of children by changing provision. Developments in sex and relationship education are an example of this.
- The many 'one off' PSHE related 'events' are being formalised as part of the school's annual calendar.
- Creative partnerships have been established with many agencies that enable therapeutic and emotional support to be provided to pupils.
- Access to continuing professional development for PSHE is good.

Subject issue: economic well-being

Pupils are well prepared for the next stages of their education.

- Effective links have been established with local secondary schools in PSHE related activities. For example, pupils' confidence is developed by taking part in theatre workshops and the 'Oscar' awards that followed.
- Very good use is made of computers in PSHE lessons so that pupils' information and communications skills are improved. The school also makes good provision through the lunchtime 'Moodle' club for pupils to develop their interest and ensure all pupils have access. Staff are diligent in safeguarding pupils' use of the fledgling 'chat room'.
- Pupils' aspirations are raised by 'going for gold' initiatives, such as the job fair, where visitors share their experiences of a range of occupations and professions.
- Pupils have raised considerable sums of money and budget to buy a wide range of equipment for use in classrooms during wet play times.

Areas for improvement, which we discussed, included:

- ensuring that pupils' progress in all the strands of the subject are assessed 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