

Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404040
F 0207 421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



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Mr Kenny
Headteacher
Brookside Primary School
School Green
East Leake
Loughborough
Leicestershire
LE12 6LG

Dear Mr Kenny

Ofsted survey inspection programme – personal social and health education (PSHE)

Thank you for your hospitality and cooperation, and that of your staff, during my visit on 21 January 2009 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 economic well-being.

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 social and emotional aspects of learning (SEAL) coordinator, the Healthy Schools coordinator, representatives from the school council and a group of pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of four lessons and an assembly.

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

Achievement in PSHE

Achievement is good.

- Personal development is outstanding. Pupils throughout the school are confident to express their opinions clearly and in a reasoned way. Speaking and listening skills are excellent and pupils can reflect and discuss sensibly with each other.

- Children in the Foundation Stage really enjoy their lessons. They are able to express their feelings well and are developing a wide vocabulary to describe their emotions.
- Pupils across the school know what is meant by a balanced diet. They understand the five fruit and vegetables a day message and know which foods they should restrict, but they do not always apply this knowledge to their packed lunches.
- Pupils understand the importance of exercise in keeping physically healthy, and many participate in the wide range of activities provided.
- Pupils know how to keep themselves safe. Older pupils understand the effects of drug and alcohol misuse. Their knowledge of the physical and mental changes that occur at puberty is more limited.

Quality of teaching and learning of PSHE

The quality of teaching and learning are good.

- Lessons are characterised by excellent relationships, high levels of care for individual pupils and very good behaviour management skills.
- Lessons are very well planned and have clear SEAL or PSHE objectives which are shared effectively with pupils. Skilled teaching assistants are used effectively for small group work.
- Good use is made of information and communication technology (ICT) to support PSHE and very effective use is made of external visitors.
- Occasionally teachers' lack of specialist training in PSHE means they miss opportunities to extend learning.
- Assessment of progress against the end of key stage statements has recently been put into place and is developing well. There is a good system using 'postcards' to collect feedback from parents and pupils.

Quality of the curriculum

The curriculum is good with outstanding features.

- There is an excellent range of enrichment activities which contributes well to learning in PSHE. For example, the school has a garden where pupils enjoy growing their own food and herbs which are then used in the school kitchen.
- Assemblies make a valuable contribution to the development of social skills by giving pupils an opportunity to participate and develop their self-esteem.
- The Healthy Schools award has had a huge impact on the school by being used to spark a range of initiatives to encourage healthier lifestyles.
- Pupils have a wide variety of opportunities to contribute to the wider community and the school council. They feel they are listened to and that they have a real influence on how the school is run.
- The school teaches much of the PSHE curriculum through the SEAL programme. This generally works well; however, it does mean that certain aspects of PSHE, such as economic well-being, mental health and sex and relationships education are not covered in sufficient depth.

Leadership and management of PSHE

Leadership and management are good.

- Staff have created a happy and stimulating learning environment for PSHE where pupils feel safe to explore their values and beliefs. This is clearly demonstrated by the high quality display work around the school, much of which relates to PSHE.
- There is no PSHE subject leader as such, but the work of the SEAL coordinator has been outstanding in supporting staff, planning the SEAL and PSHE programmes and establishing ways forward.
- There has been some training for circle time and SEAL but no one has achieved the PSHE certificate.
- No formal monitoring of lessons has taken place but the evaluation of the quality of provision is accurate.

Subject issue: economic well-being

This area is satisfactory.

- Very good transition arrangements are in place to support children into the Foundation Stage and Year 1, and pupils feel very well prepared for their move to secondary school.
- Pupils take on a wide variety of responsibilities and raise money for charity and for the school in enterprising ways. For example, Year 5 and 6 pupils act as Playground Friends and Peacemakers for younger pupils.
- However, there is little work in the curriculum on developing economic well-being, financial capacity or exploring the world of work.

Areas for improvement, which we discussed, included:

- ensuring all teachers have sufficient training and support for PSHE
- developing work on economic well-being.

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