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Mr Thomson
Headteacher
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Dear Mr Thomson

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 Friday 27 February 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;

- 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 and the PSHE co-ordinator, interviews with pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of two lessons.

The overall effectiveness of PSHE was judged to be good.

Achievement

Pupils' overall achievement in PSHE is good.

- Pupils' personal development is good. They are very friendly, welcoming and they behave well.
- Pupils work together well, listen to each other carefully and readily offer their views. They enjoy learning PSHE and when given the

opportunity they eagerly undertake responsibilities around the school, for example, being 'buddies' to younger children.

- Children in the Early Years Foundation Stage (EYFS) make good progress in their personal, social and emotional development, providing a good foundation for later stages in their personal development.
- Pupils have a good knowledge of how to stay healthy and keep safe. They know the importance of fruit and vegetables in their diet and the value of regular exercise. They are less confident in their understanding of a balanced diet.
- Older pupils have secure knowledge of the dangers of drugs, including tobacco and alcohol, although there is some confusion about the specific effects of some drugs.
- Pupils discuss with confidence and they are able to reflect on more difficult questions. However, the acquisition of other skills, such as resisting peer pressure, is less well developed.

Quality of teaching and learning of PSHE

The quality of PSHE teaching is good.

- Relationships between adults and pupils are positive and teachers manage their pupils' behaviour well.
- Teachers plan interesting activities that are stimulating, so pupils enjoy their work.
- Good use is made of resources. In one lesson, there were giant eggs, which contained chicks that hatched, making learning more exciting and relevant.
- Teaching assistants in the EYFS make a good contribution to children's learning, through effective interaction with groups and individual children.
- Learning objectives are not always shared with pupils, so at times, although pupils enjoy their work, the purpose of the activity is not clear.
- The care and support for pupils are good, so pupils feel valued, listened to and safe.
- Assessment is at an early stage, so pupils have limited information about how to improve. There is also little information to indicate how well pupils are progressing.

Quality of the curriculum

The PSHE curriculum is good.

- The programme for PSHE is mostly taught through a topic based approach, which is stimulating and interesting to pupils.
- There are good links between subjects, but at times pupils do not understand what they are learning.
- Planning for PSHE does not always ensure that pupils' skills are developed progressively.
- The Healthy Schools award has had a positive impact on pupils' attitudes towards healthy lifestyles, for example, in raising their awareness of healthy eating.

- The enrichment of the PSHE curriculum is excellent through a wide range of extra activities. For example, there are frequent trips for all classes related to the topic they are studying, where pupils experience different opportunities to develop their social skills and their ability to be independent.

Leadership and management of PSHE

The leadership and management are good.

- There is a clear vision for the development of PSHE, which is shared by staff, but not yet informed by pupils' views.
- Good use is made of the local community and visitors to the school to make pupils' experience more interesting
- There has been good provision of in-service training and good use of advice from the local authority, so the subject is developing well and the coverage of different aspects is more consistent.
- Although there are monitoring systems in place, there has been little formal observation of lessons.

Subject issue: economic well- being

Pupils' preparation for adult life is good.

- Pupils benefit from a good range of opportunities to express their opinions and listen to each other through the many experiences offered in school.
- Pupils work well together.
- There are good opportunities for pupils to consider the world of work through the many trips and visitors they meet, including a careers day.
- Not enough work takes place on managing personal finances.

Areas for improvement, which we discussed, included:

- developing more assessment tasks to track progress in PSHE
- develop the planning for PSHE to ensure that there are clear learning objectives and progression in skills.

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

Sue Orpin
Additional Inspector