

16 June 2009

Mr Norris
Headteacher
Holy Trinity CofE Primary School
Rickmansworth Road
Northwood
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Dear Mr Norris

Ofsted survey inspection programme – Personal, Social, and Health Education (PSHE)

Thank you for your hospitality and cooperation, and that of your staff, during our visit on 03 June 2009 to look at work in PSHE.

As outlined in our 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 and staff involved in PSHE, scrutiny of relevant documentation, discussion with a group of Year 6 pupils, and observation of five lessons.

The overall effectiveness of PSHE was judged to be outstanding.

Achievement in PSHE

Achievement in PSHE is outstanding.

- Pupils have an outstanding knowledge of what represents healthy eating and how to lead a healthy lifestyle. Many pupils apply what they have learnt by bringing very healthy packed lunches to school.
- Pupils know how important it is to exercise in keeping physically healthy, and nearly all participate in the extensive range of sporting activities provided by the school.
- Pupils have an excellent knowledge of the dangers of drugs both legal and illegal. They have a strong awareness of the effects of alcohol and cigarettes through the Junior Citizen programme. Pupils have many strategies to resist peer group pressure.
- They have very good levels of knowledge and understanding about sex and relationships education.

- Pupils understanding and awareness of staying safe is excellent. They know how to keep themselves in a range of situations.
- While pupils have some good knowledge in managing budgets, they have a less secure understanding of a wide range of economic concepts and links with business.
- Pupils' personal development is outstanding. They develop confidence and self-esteem as they move through the school.
- The schools strong focus on respect for all and tolerance permeates all aspects of the school. Therefore, pupils really enjoy school and older pupils support younger children in the school.

Quality of teaching and learning of PSHE

The quality of teaching and learning is good.

- All lessons seen were good, and one lesson was outstanding.
- Teachers' planning is detailed with explicit reference to PSHE and clear learning objectives for lessons.
- Excellent use is made of information and communication technology (ICT) to enhance pupil learning.
- Teachers use a range of very good resources and stimulating activities in lessons to develop and consolidate learning.
- Questioning techniques are effective in most lessons; occasionally some pupils do not always listen, call out and do not extend their answers sufficiently.
- Assessment and recording of pupils' progress in PSHE is good and developing well with each class having an assessment file of evidence.
- There are very good plans in place to develop teachers' reports to parents on achievement in the various stages of PSHE. Reports being prepared for July 2009 include detailed comments on PSHE.

Quality of the curriculum

The quality of the curriculum is outstanding.

- The PSHE curriculum is outstanding and provides children with the opportunity both in discreet PSHE activities and across the curriculum to develop as healthy and responsible individuals.
- The curriculum is extremely well enriched with visits and visitors and children have opportunities to work collaboratively with pupils from other classes, schools and members of the local community.
- The work on the Healthy Schools award has had a huge impact on healthy eating and increasing the amount of physical activity taken by them. The 'Take Ten' programme of ten-minute aerobic sessions at least three times a week is very popular with pupils.
- Oekos groups (community/family groups) are an excellent example of curriculum innovation. They are used to develop relationships between pupils in Key Stage 2 and provide opportunities for pupils to work together to improve the school environment, promote healthy living, and raise awareness of international aspects.
- The school is inclusive. Vulnerable pupils are well supported with additional activities such as nurture groups and extra motor skills sessions.

Leadership and management of PSHE

Leadership and management of PSHE are outstanding.

- PSHE is given a very high profile in the school by senior managers and governors.
- Schemes of work in PSHE are detailed with clear links to the Qualifications and Curriculum Authority criteria and Social and Emotional Aspects of Learning materials. PSHE is well mapped out throughout the school.
- Self-evaluation is accurate and takes into account the views of pupils and parents.
- There are examples of outstanding practice in monitoring and evaluation PSHE, such as the audits carried out by each teacher.
- Planning is sharply focussed on well-considered priorities for the future.
- Resources are used very effectively with well-planned training for staff to ensure the high quality delivery of PSHE. There are strong links with local authority advisors.

Subject issue: economic well-being

The development of pupils' economic well-being is good.

- There is some excellent work on enterprise through the Oekos groups where pupils have grown plants, made cards and cakes to sell to raise funds. They have learned how to cost ingredients and materials, charge a fair price and make a profit.
- The school provides a number of opportunities for pupils to develop an understanding of personal finance. Pupils are given real contexts in which to handle money such as at termly cake sales.
- Information and communication technology skills are also emphasised to help prepare pupils for their future lives. For example, in Year 5 pupils learn to prepare spreadsheets for the budget for a class party.
- Older pupils have a range of extensive opportunities to take responsibility across the school. Year 4 pupils have to write a letter of application to become librarians while Year 5 pupils prepare power point presentations about why they would make good prefects or house captains.
- Pupils are proactive and successful in campaigning for positive change. Year 6 successfully organised a petition, letters and gave presentations to councillors and local officials. They succeeded in obtaining a new safer crossing to the school field.
- Pupils show some weakness in their understanding of a wide range of economic concepts.

Areas for improvement, which we discussed, included:

- develop pupils understanding of a full range of economic concepts.

We hope these observations are useful as you continue to develop PSHE in the school.

As we explained in our 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

Davinder Dosanjh
Her Majesty's Inspector