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02 July 2009

Miss K Taylor
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Dear Miss Taylor

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 23 and 24 June 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 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 discussions with pupils, parents and staff, scrutiny of relevant documentation, analysis of pupils' work and observation of PSHE activities.

The overall effectiveness of PSHE was judged to be satisfactory.

Achievement in PSHE

Achievement is satisfactory.

- Pupils make good progress in their personal development.
- Pupils have sound knowledge of the dangers of smoking and alcohol.
- Pupils are aware about how important it is to be fit, and value the input from the specialist sports coaches.
- Pupils of all ages listen to each other's views respectfully.
- Pupils respond well to responsibilities, taking seriously the opportunities to be playground buddies and monitors.

Quality of teaching and learning of PSHE

The quality of PSHE teaching is satisfactory.

- The learning seen during the visit was satisfactory.
- Planning for learning in PSHE is satisfactory.
- The content of lessons focus well on the development of pupils' personal and social skills.
- Pupils respond positively to the subject.
- Opportunities are taken for pupils to work collaboratively in subjects such as geography and history.
- Teachers do not assess, record and report pupils' progress in all strands of PSHE.
- Effective provision is made for vulnerable pupils to support their emotional well-being.

Quality of the PSHE curriculum

The PSHE curriculum is satisfactory.

- Staff use the Social and Emotional Aspects of Learning (SEAL) materials effectively.
- Underpinning learning is the clear focus on nurturing effective relationships.
- Pupils enjoy taking part in events outside school, such as 'Project Icarus' where they learn about issues of relevance to their lives.
- Teachers use displays well to record and celebrate PSHE work.
- Good contributions are made to develop pupils' social awareness through the school's links with its local community and a contrasting school.
- The school has achieved the Healthy School award and pupils have a sound understanding of how to eat healthily while in school.
- The school is inclusive and pupils with learning difficulties and/or disabilities are fully involved in activities.

Leadership and management of PSHE

The leadership and management of PSHE are satisfactory.

- School leaders set the tone for staff by placing high importance on pupils' personal development and well-being.
- Self-evaluation is broadly accurate.
- Planning for the subject is focussed on priorities that relate to the school's current plans to review its curriculum.
- Good use is made of parents including for the well-established 'safer cycling' programme.
- The outdoor play areas are an excellent resource and are used very well to provide opportunities for pupils to engage in physical activities such as 'huff and puff'.

Subject issue: economic well-being

Pupils are satisfactorily prepared for the next stage of their education through PSHE activities.

- Pupils have good understanding of how to work with others because of the emphasis teachers give to the development of their social and personal skills.
- Sound use is made of computers so that pupils' information and communications technology skills are improved.
- The School Council makes informed decisions about how to use the resources available to it.
- There are too few planned opportunities for pupils to develop financial capability and enterprise skills.

Areas for improvement, which we discussed, included:

- ensuring pupils' progress in all the strands of the subject are assessed over time
- developing opportunities for pupils to develop their financial capability and enterprise 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

Henry Moreton
Additional Inspector