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Mr D Round  
Headteacher  
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Dear Mr Round

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 03 July 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 deputy headteacher, your pupils, scrutiny of relevant documentation, analysis of pupils' work, observation of two lessons and an assembly.

The overall effectiveness of PSHE was judged to be good.

Achievement

Pupils' overall achievement in PSHE is good.

- Pupils' personal development is excellent. They are very articulate, thoughtful and readily think for themselves.

- Pupils work together well, listen to each other and confidently offer their views. They enjoy learning PSHE and demonstrate independence in their learning in some lessons.
- Pupils know that their opinions are highly valued and they frequently contribute their views to many aspects of school life.
- Pupils have an extremely good knowledge of how to stay healthy. They know the importance of fruit and vegetables, a balanced diet and the value of regular exercise. They know how to stay safe.
- Older pupils have secure knowledge of the dangers of drugs, including tobacco and alcohol, although there is some confusion about specific effects.
- Older pupils' factual knowledge of relationships and sex education is secure, but their understanding of the relationships element 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 purposeful. Teachers handle sensitive issues, such as pupils' worries, in a sympathetic and gentle way.
- Teachers plan interesting activities and lessons move at a brisk pace, so pupils enjoy their work.
- Good use is made of information and communication technology to help explain or demonstrate, for example, to provide pictures of more difficult ideas for younger pupils.
- Teachers use questions well to help involve pupils and encourage them to think for themselves.
- Teaching assistants work effectively to help individuals or groups and make sure that they play a full part in the lesson.
- Occasionally, activities do not fully involve all pupils because the groups are too large for the task set.
- At times, the discussion is too dependent on the teacher, so pupils do not benefit from being able to exchange views with each other in a larger group situation.
- The assessment of PSHE is at an early stage and it does not clearly show pupils' differing rates of progress or provide them with sufficient guidance about how to improve their work.

### Quality of the curriculum

The PSHE curriculum is good.

- The programme for PSHE is mostly taught through other subjects and a topic based approach, which makes it stimulating and interesting to pupils.
- There are good links between subjects, but at times there are missed opportunities for developing pupils' skills. These are insufficiently tracked through the planning.
- The enrichment of the PSHE curriculum is excellent, through a wide range of extra activities, for example, a residential sailing trip.

## Leadership and management of PSHE

The leadership and management of PSHE are satisfactory.

- PSHE is seen by all staff as central to the work of the school.
- There are innovative developments in the subject that are making pupils' learning relevant, exciting and focussed, but the planning does not ensure that pupils' varied experiences build in a progressive way through the school.
- Subject monitoring does not provide a clear picture of the strengths and areas for development.

Subject issue: economic well- being

Pupils' preparation for adult life is good.

- Pupils' self-confidence and their readiness to offer opinions are excellent.
- Pupils work well together, undertake responsibilities maturely and listen carefully to each other's views.
- There are good experiences through which pupils consider the world of work through the creation of companies as part of their topic based work. Other opportunities are provided through Acorn Action (a whole school approach to developing the pupils' contribution to school life).
- Not enough work takes place on managing personal finance.

Areas for improvement, which we discussed, included:

- developing more assessment tasks to track progress in PSHE
- ensuring that PSHE is monitored to identify strengths and areas for development.

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

Susan Orpin  
Additional Inspector