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Mrs B Stell  
Acting Headteacher  
West Cliff Primary School  
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Dear Mrs Stell

Ofsted 2010-11 subject survey inspection programme: personal, social, and health education (PSHE)

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 12 May 2010 to look at work in PSHE education.

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.

The evidence used to inform the judgements included: interviews with staff, pupils and a parent governor; scrutiny of relevant documentation; analysis of pupils' work; and observation of six lessons.

The overall effectiveness of PSHE is satisfactory.

Achievement in PSHE

Achievement in PSHE is satisfactory.

- Pupils have a good knowledge of how to stay safe and healthy. They are aware of the recommendation to eat five portions of fruit and vegetables each day, how to stay safe in the sun and the importance of exercise for both physical and mental health. However, their understanding of the reasons behind these messages lack depth and detail.
- Pupils know how to make sensible decisions to keep safe and they have practised strategies for resisting peer-group pressure. They are very confident in their understanding of how to keep safe in the water and on the roads.
- Year 6 pupils are aware of the physical changes that occur at puberty but other knowledge about sex and relationships education is fairly limited.

- Pupils have practised using money and giving the right change in mathematics lessons, but they do not understand concepts of money management, credit and debt and they know little about the world of work.
- Pupils are polite and friendly and have positive attitudes about their learning in PSHE. Their behaviour in PSHE lessons was good. Although pupils are happy to explain their opinions, many struggle with communication skills. Many are not audible, do not speak in sentences and have limited vocabulary.
- Pupils in the Reception class are making good progress. They are able to take turns, make choices and explain their likes and dislikes.

#### Quality of teaching of PSHE

The quality of teaching of PSHE is satisfactory.

- Some good lessons were seen and were characterised by good relationships, high levels of care for individual pupils and very good behaviour management skills.
- Lessons are generally well planned but those where PSHE is taught through other subjects do not have clear enough learning objectives for PSHE.
- Subject knowledge and expertise are inconsistent and a few teachers lack confidence to adapt materials to suit the pupils' needs.
- Teachers use a good range of interesting activities to teach PSHE and, as a result, pupils enjoy their lessons.
- Occasionally, lessons lack pace and some opportunities to extend learning are missed, especially for more able pupils.
- Very effective use of external visitors, such as the school nurse, the community police officer and the coastguard, supports teaching in PSHE.
- No formal system is in place to monitor progress in PSHE, although personal, social and emotional development is monitored well for younger children.

#### Quality of the curriculum in PSHE

The quality of the curriculum in PSHE is good.

- The school has a well-planned programme for PSHE which is responsive to local circumstances. Provision is good for pupils who need extra help to develop their personal and social skills.
- Good use has been made of the social and emotional aspects of learning (SEAL) initiative to embed personal and social skills across the curriculum.
- Although the school does not yet have the Healthy Schools award, the work towards gaining the award has had a positive impact in raising the status of the pupils' views and improving the focus on healthy living.

- A good range of enrichment activities contributes well to learning. For example, Year 6 pupils visited a special centre where they learnt about different aspects of safety and first aid, and Year 5 pupils are sports leaders and coach the younger pupils.
- Links with parents, through weekly newsletters and a half-termly curriculum plan, are good.

#### Effectiveness of leadership and management in PSHE

The leadership and management of PSHE are good.

- The senior leadership team gives good support to PSHE and recognises the role the subject has in improving attitudes and behaviour across the school.
- The subject leader provides strong leadership and management and teaches enthusiastically to ensure that it permeates the whole curriculum.
- The school's evaluation of the quality of PSHE and teaching is accurate and honest and has resulted in an appropriate development plan to improve achievement.
- Access to training is excellent. The subject leader has the PSHE certificate and is involved in training other staff members. Support from the local authority has been used effectively.

Areas for improvement, which we discussed, include:

- ensuring more consistency in teaching, by matching work more closely to pupils' needs.
- focusing on speaking and listening skills in PSHE lessons so that pupils can express themselves more clearly
- monitoring and recording the progress made by pupils in their PSHE learning.

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