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Miss P Bennett
Headteacher
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Dear Miss Bennett

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 6 and 7 July 2010 to look at work in PSHE.

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 without their consent.

The evidence used to inform the judgements included: discussions with pupils, staff and governors; scrutiny of relevant documentation; analysis of pupils' work; and observations of five lessons.

The overall effectiveness of PSHE is good.

Achievement in PSHE

Achievement in PSHE is good.

- Pupils know how to stay safe and healthy. They have an age-appropriate understanding about the dangers of drugs, such as alcohol and smoking, as well as relationships and sex.
- Pupils' social development is good. In the lessons seen, the younger pupils benefited from listening to and asking questions of an older pupil about their new class, while the older pupils identified the personal skills needed to establish good relationships.
- Pupils' personal development is good, and they have many opportunities to work in teams and to be involved in school developments. These include as 'mini leaders' and in the appointment of new staff.

- Pupils of all ages and abilities produce outstanding written work which reflects their interest in the subject.
- Pupils of all ages have a good understanding of road safety.

Quality of teaching of PSHE

The quality of teaching of PSHE is good.

- Strong features of the lessons observed included the quality of the relationships between staff and pupils, the quality of the pupils' contributions, and the tasks which matched pupils' needs, particularly at this stage of the school year.
- Teachers' assessment of pupils' learning is good and they make good use of this information to target provision, including for vulnerable pupils.
- Teachers' marking is outstanding. It is consistent across all classes, regular and developmental. They challenge pupils of all abilities by asking age-appropriate questions to develop their thinking. Pupils respond to this personalised approach very well.
- Good reporting ensures that parents and carers are made aware of their children's progress in all strands of the subject.
- Opportunities are missed to consult pupils and parents about provision in the subject.

Quality of the curriculum in PSHE

The quality of the PSHE curriculum is good.

- Provision for the social and emotional aspects of pupils' learning is excellent because it is embedded well in the curriculum for all year groups.
- Good use is made of visits and visitors to develop pupils' awareness of key aspects of the subject, including their personal safety in using the internet.
- Pupils' social responsibility is developed well through many fundraising activities.
- Pupils' health and well-being are enhanced by many opportunities to take part in physical activities, including through the use of sports coaching and the very successful initiatives to walk and cycle to school.
- Satisfactory attention is paid to developing pupils' knowledge and understanding of economic awareness but opportunities are missed to provide experiences of the world of work.

Effectiveness of leadership and management in PSHE

The leadership and management of PSHE are good.

- Staff are committed to the subject, and are supported very well by the senior management team.

- Professional training for staff has led to well-considered developments. This includes training staff to work with parents alongside their children and the many activities during play and at lunchtimes.
- Good links are established with other subjects, such as religious education and citizenship, as a result of teachers working together in 'curriculum teams'.
- Good systems are used to monitor and evaluate provision and outcomes. As a result, self-assessment is thorough and accurate, and the plans for improvement are well focused.

Areas for improvement, which we discussed, include:

- improving consultation arrangements so that the curriculum is refined even further to tackle concerns pertinent to particular groups of pupils
- improving pupils' knowledge and understanding of different jobs and careers including through use of the expertise of governors and parents.

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

As I explained previously, a copy of this letter will be sent to your local authority and will be published on the Ofsted website under the URN for your school. It will also be available to the team for your next institutional inspection.

Yours sincerely

Henry Moreton
Additional Inspector