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Mrs Sturman
Headteacher
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Dear Mrs Sturman

Ofsted Survey Inspection Programme - Personal, Social and Health Education (PSHE)

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 17 October 2006 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 healthy eating.

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 should we wish to cite specific aspects of practice we will contact the school first. 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 the headteacher, the coordinator of PSHE and health promoting schools, the governor from the Dinner improvement Group and Year 2 pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of four lessons, playtime, lunchtime and an assembly.

The overall effectiveness of Personal, Social and Health Education was judged to be good with many outstanding features.

Achievement and standards

Pupils have good knowledge and understanding about PSHE.

- Pupils are able to talk about their feelings; for example, the Year 2 pupils were able to explain what was special about their friends.

- Pupils know about healthy diets and the importance of keeping safe. They know about the importance of eating fruit and vegetables and most put this into practice when choosing their school meal, but packed lunches brought into school are not as healthy.
- They understand why it is important to take regular exercise, and put this into practice at break and lunchtime practicing their running and many different sporting activities.
- Weaker areas of knowledge are about dangerous substances and strategies to resist unwanted pressure.
- The personal development of pupils is outstanding. Pupils are very well behaved, thoughtful and tolerant. Their self-confidence is boosted by achievement assemblies and they work together well in groups and look after each other.
- Older pupils play an active role in the running of the school through the work of the school council and acting as "buddies" for the younger children.

Quality of teaching and learning of PSHE

The quality of teaching and learning is good.

- Teachers have high expectations and ensure everyone is included in the lesson. They know the pupils very well and have very good classroom control and discipline.
- In the Foundation Stage there is good emphasis on the importance of play and creativity.
- Lessons are generally well planned with a wide range of stimulating activities.
- Occasionally the pace of learning is too slow and teacher introductions are too long.
- A new system of assessment is being used for PSHE and this is intended to help teachers record the progress that is being made by each child.

Quality of curriculum

The quality of the curriculum is good.

- An outstanding feature of the curriculum is the international links and global citizenship which the school has established. The pupils really enjoy this and the work has a positive impact on preparing pupils for life in a multi-cultural society.
- The school council has had an excellent impact on the whole school and provides an experience of active citizenship for all.
- Enrichment activities, including integrated days, special weeks, a range of clubs and growing links with the church, enhance the experience of pupils and increases their learning and enjoyment of school.

- PSHE and citizenship are embedded in lessons but the curriculum is rather fragmented. The school is aware that different elements need to be synthesised and mapped across the curriculum in order to improve the existing schemes of work.
- The SEAL materials have been introduced and teachers now need to adapt these to their own classes and to extend the range of methods they use to suit different types of learning.
- The work the school has done towards gaining accreditation for the National Healthy Schools Programme has had a positive impact on health education.

Quality of support and guidance

Support and guidance are outstanding.

- This is a school which practices what it preaches and where every child really does matter. Pupils and their families are well known to the school and there is an underlying sense of stability.
- The dinner improvement group in the school, a group of staff, governors and parents, has worked effectively to ensure the school provides high quality meals which meet the new School Food Standards. The school has a whole school food policy.
- The ethos of care for individuals is excellent and the school has accessed extra language support and runs social communication groups for pupils with extra needs.

Leadership and management of PSHE

- The quality of leadership and management of PSHE is good.
- Monitoring has taken place and the self-evaluation of PSHE is accurate.
- The co-ordinator is aware of what needs to be done to take the PSHE and citizenship forward.

Inclusion

The lessons observed were inclusive and all the pupils enjoyed answering questions and offering their views in discussion.

Areas for improvement, which we discussed, included:

- class teachers raising the pace of lessons so that pupils do not have to listen for too long
- bringing together the different aspects of the curriculum with coherent schemes of work, to ensure coverage of all aspects, as already identified by the subject leader.

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 of Schools