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Mr J Purvis
Headteacher
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Dear Mr Purvis

Ofsted survey inspection programme – Personal, Social and Health Education (PSHE)

Thank you for your hospitality and co-operation, and that of your staff and pupils, during my visit on Wednesday 21 November 2007 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 yourself, the teacher responsible for PSHE, the link governor, and the co-ordinators for special educational needs, business links, healthy schools and the foundation stage, interviews with groups of Year 4 and Year 6 pupils, scrutiny of documentation, observations of five lessons and two assemblies.

The overall effectiveness of PSHE was judged to be good.

Achievement and standards

Achievement in PSHE is good.

- Pupils make good progress in their personal development. They know how to stay fit and healthy. Older pupils have a good knowledge of the dangers of smoking and alcohol.
- All pupils are aware of how important it is to deal firmly with bullying.

Quality of teaching and learning of PSHE

The quality of PSHE teaching is good.

- Teachers enjoy very warm relationships with pupils. They are excellent role models and their management of pupils is excellent.
- They plan their lessons well, using resources such as computers and the intranet 'portal'.
- Effective use is made of visiting 'experts' including the school nurse to explore aspects of the subject.
- Pupils are well supported. They feel safe and secure. Excellent additional support is provided for pupils with a hearing impairment.
- Teachers are developing their use of assessment. Reports to parents are informative.

Quality of the curriculum

The curriculum is good.

- The curriculum is enhanced by the effective use of the Social and Emotional Aspects of Learning (SEAL) materials. It is responsive to the needs of pupils.
- The outdoor education residential experience for Year 5 and Year 6 pupils contributes well to their personal development.
- The breakfast club adds to pupils' well being by enabling them to start the day in the right way.
- The school has FA Charter status and the Active School mark. It is seeking the Healthy School award.

Leadership and management of PSHE

The leadership and management of PSHE are good.

- School managers have a good understanding of the quality of PSHE provision.
- Governors take an active role in developments. Their role in evaluating the impact of provision in PSHE is developing.

Subject issue - preparation for economic well-being

Pupils are well prepared for adult life.

- Pupils of all ages have a good understanding of the concept of work because of the many visits made, and the visitors to school including for the 'what's my line' activity.
- They willingly take on responsibilities such as play leaders and buddies, though this is usually confined to those in Year 6.

- Pupils are developing their awareness of how to manage money through numeracy lessons and the new topic based curriculum.
- Teachers take opportunities to raise pupils' aspirations.
- The school has achieved the Investors in Business Quality award.

Inclusion

Inclusion is outstanding.

- This is a caring school community. Pupils see PSHE as an important part of their education.
- The pupils with a hearing impairment are fully included in all activities such as the 'hearing choir'. The staff who support these pupils make a significant contribution to the school's work by 'signing' during lessons and assemblies. As a result other pupils benefit by developing this life skill.
- Pupils value the half termly enrichment activities that enable them to work with pupils in other years.

Areas for improvement, which we discussed, included:

- establish closer links with the local secondary schools on PSHE
- achieve the Healthy School award.

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