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Mrs A Spicer
Acting Headteacher
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Dear Mrs Spicer

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

Thank you for your hospitality and co-operation, and that of your staff, during our visit on visit on 08 July 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, the PSHE coordinator, Year 2 pupils and representatives from the school council, scrutiny of relevant documentation, analysis of pupils' work and observation of three lessons and two assemblies.

The overall effectiveness of PSHE was judged to be outstanding.

Achievement

Achievement in PSHE is outstanding.

- Pupils have excellent understanding of what is meant by a balanced diet and the importance of regular exercise. Most of them apply their knowledge by eating healthy packed lunches and participating enthusiastically in the range of physical activities provided for them.
- They know how to keep themselves safe, and look after each other well. They are able to work together cooperatively.
- Children in the Foundation Stage can follow instructions, take turns at speaking and listening, name parts of the body and understand the importance of washing their hands.
- Older pupils have well developed information and communication technology (ICT) skills and are confident to use computers in their PSHE lessons.
- Personal development and behaviour in PSHE lessons are outstanding. Pupils feel safe and secure. They have positive attitudes to PSHE and really enjoy their lessons.
- Pupils are mature and thoughtful. They listen to each other well and are confident and articulate when presenting their opinions.
- Pupils are aware of their own learning styles and are able to reflect on, and analyse their learning.
- The school values the contribution of every individual pupil. For example, all are included in the show.

Quality of teaching and learning in PSHE

Teaching and learning are outstanding. Teachers help pupils develop high order learning skills because:

- they use sophisticated question and answer techniques and press for extended explanations from the pupils
- lessons plans in PSHE are generally excellent with clear learning objectives and differentiation
- staff know the pupils well, and act as excellent role models
- there are high levels of care and concern for individual pupils and the working relationships between adults and pupils are outstanding
- teachers use a range of active methods which engage pupils well. For example, the use of puppets, role-play activities and ICT
- skilled teaching assistants help the lessons to flow smoothly.
- Tasks set in PSHE lessons are planned to meet the needs of pupils with a range of different abilities.

Assessment is not formalised and there is no systematic tracking of pupils' progress in PSHE apart from in the Foundation Stage profiles.

Quality of the curriculum

The PSHE curriculum is outstanding.

- The PSHE curriculum is based around the Every Child Matters agenda and permeates the ethos of the whole school. Social and Emotional Aspects of learning (SEAL) materials are beginning to be used to provide extra resources for PSHE.
- The work towards the new accreditation for the Healthy Schools award has had a positive impact, particularly on the development of a whole-school approach to healthy eating.
- The PSHE curriculum is enhanced by a range of creative activities including dance, drama, music, sculpture and sport which allow pupils to express their emotions, develop cultural awareness and boost their self-esteem.
- The work of the extended schools coordinator has been central in developing these activities and forging excellent links with parents. For example, planning the work on the carnival in which all the children took part.
- The school council provides an experience of active citizenship for pupils, as all pupils, not just those on the council, are given the opportunity to express their views.
- The assembly programme makes an outstanding contribution to PSHE. It provides excellent opportunities for children to showcase their achievement and celebrate success with parents and teachers.
- The 'children as researchers' project is innovative and provides good extension work which develops transferable research skills and involves children in their own learning.
- The school successfully challenges gender and racial stereotypes, through, for example, a link with the Royal Ballet and the work of a male ballet dancer.

Leadership and management of PSHE

Leadership and management are outstanding.

- You and other senior leaders place PSHE at the heart of the work of the school, and PSHE is given the status of a core subject. This commitment is demonstrated by the outstanding display of pupils' work around the school.
- The PSHE coordinator is well supported by the leadership team. She is experienced and dedicated and has thoroughly mapped provision across the school.
- Staff have received training on economic well being and the SEAL materials but no one has yet achieved the PSHE certificate.

Subject issue: the contribution made by PSHE to the future economic well-being of pupils.

This aspect is outstanding because pupils are very well prepared for their next stage of learning.

- Great emphasis is placed on supporting transition to the next class or to the junior school. This will stand pupils in good stead in being able to cope with change in the future.

- Pupils all have a responsibility across the school. They have to apply for these responsibilities and, as a result, begin to understand the attributes and qualities required for different roles.
- Many pupils engage in enterprise activities by raising money for charity and financial awareness is developed through using money in the play shop.

Areas for improvement, which we discussed, included:

- formalising the assessment of pupils' progress in PSHE.

We 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