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Mrs C Diemoz
Headteacher
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Dear Mrs Diemoz

Ofsted survey inspection programme – personal social and health education (PSHE)

Thank you for your hospitality and cooperation, and that of your pupils and staff, during my visit on 25 March 2009 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 economic well-being.

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 staff and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of lessons and an assembly.

The overall effectiveness of PSHE was judged to be good with outstanding features.

Achievement in PSHE

Achievement is good.

- Children in the Early Years Foundation Stage, from a low skills base, make outstanding progress in personal, social and emotional development. They can share their toys, take turns, sing together and clear away after themselves. They are developing good listening skills.
- Pupils across the school have a sound understanding of what is meant by healthy eating. They know the five fruit and vegetables a day message and which foods they should restrict. Many put this learning into practice by choosing the healthy school lunch each day.

- Pupils understand the importance of exercise in keeping physically healthy, and most participate in the wide range of activities provided.
- Pupils know how to keep themselves safe and have practised techniques for resisting peer group pressure.
- Older pupils have a basic understanding of the effects of drug and alcohol misuse, and the physical changes that occur at puberty and can talk sensibly about them.
- Personal development is good. Pupils have positive attitudes and enjoy their lessons. They are responsive and keen to participate and express their opinions, although, many struggle to be articulate and audible.

Quality of teaching and learning of PSHE

The quality of teaching and learning is good.

- Lessons are characterised by excellent relationships, high levels of care for individual pupils and very good behaviour management skills.
- Lessons are well planned but not all have clear learning objectives for PSHE.
- Teaching in the EYFS is outstanding with very good use of teaching assistants to translate for the children who are at an early stage of English acquisition, high quality resources and games, and signing and symbols to reinforce learning.
- Very effective use is made of external visitors and trips out to enliven the learning in PSHE
- Apart from in the EYFS and the Building Bridges project in Year 6, there is little systematic tracking of the progress pupils are making in PSHE.

Quality of the curriculum

The curriculum is good.

- PSHE is well planned across the themed curriculum and circle time is used when needed.
- The Healthy Schools award has had a positive impact on the school by being used to improve healthy eating and make the playground a more active place.
- The work of the learning mentors is outstanding in ensuring the needs of the more vulnerable pupils are met, and in including parents in PSHE, through social activities and cookery clubs.
- Assemblies make a valuable contribution to the development of social skills by giving pupils an opportunity to participate and learn about helping each other.
- The work of the active school council ensures that pupils feel their views are listened to and that they can make a difference.

Leadership and management of PSHE

Leadership and management are good.

- A high priority is placed on PSHE by senior leaders who have created a safe haven where pupils can develop their personal and social skills and are taught respect and tolerance.
- Access to training is good but no staff have achieved the PSHE certificate.
- There is insufficient monitoring of the quality of PSHE.

Subject issue: economic well-being

Preparation for economic well-being is good.

- Good transition arrangements are in place, and pupils feel well prepared for their move to secondary school.
- Older pupils take on a range of responsibilities and raise money for the school and for charity.
- Pupils study budgeting and loans in their mathematics lessons, but aspects of enterprise and the world of work could be developed further.

Areas for improvement, which we discussed, included:

- ensuring all lessons which include elements of PSHE have clear learning objectives
- tracking pupils' progress in PSHE.

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