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Mrs L Totty
Headteacher
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Dear Mrs Totty

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

Thank you for your hospitality and cooperation, and that of your staff, during my visit on 15 May 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 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 discussions with staff and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of three PSHE lessons.

The overall effectiveness of PSHE was judged to be good.

Achievement in PSHE

Achievement is good.

- Pupils' personal development is good, and pupils enjoy excellent relationships with others.
- Pupils know how important it is to keep fit.
- The take up of the many sporting activities is high and pupils make good use of the extensive playground and grassed areas.
- Pupils have a good knowledge of the dangers of smoking and alcohol.
- Older pupils show good levels of responsibility by supporting younger children in the Early Years Foundation Stage and Years 1 and 2.

- Pupils are active in school development and value the use of the pupil self evaluation form (the pupil SEF).
- Pupils of all abilities listen to each other's views respectfully.

Quality of teaching and learning of PSHE

The quality of teaching is good.

- Excellent teaching was seen during the visit and pupils respond very positively to the subject.
- Planning for PSHE is detailed and clearly sets out the learning intentions for lessons.
- Many opportunities are taken for pupils to work collaboratively in PSHE lessons.
- Arrangements for assessing and recording pupils' progress over time are satisfactory.
- The expertise of teaching assistants is not always used effectively, for example, to record the outcomes of activities or the contribution made by pupils.
- Teachers report to parents on the personal achievements of pupils but not on each of the strands of PSHE.
- Effective adult support is provided for vulnerable pupils so that they benefit from PSHE activities.

Quality of the PSHE curriculum

The curriculum is good.

- Provision in the subject is well managed with good collaboration between the teachers in the mixed year group teams.
- Excellent contributions are made to develop pupils' social awareness through the well established links with the twin school in Ghana and the work on sustainability which includes the 'recycling your cycle' and 'climate cops' initiatives.
- The newly introduced Social and Emotional Aspects of Learning (SEAL) materials are used effectively in assemblies to enthuse pupils about PSHE activities.
- The school has achieved the Healthy School award and pupils have a good understanding of how to eat healthily while in school.
- The school uses 'themed weeks' very well to develop pupils' awareness about 'healthy lifestyles' and 'keeping safe'.
- Effective links are made with the local secondary schools through the 'spark the gap' programme and the SEAL 'changes' unit, and there is potential for further developments in PSHE.
- The school is inclusive. Pupils with learning difficulties and disabilities are fully involved in all PSHE related activities.

Leadership and management of PSHE

The leadership and management of PSHE are good.

- Self-evaluation is accurate and is partly based on what pupils think.

- Planning is focussed on well considered priorities that link to the school SEF and also the pupil SEF.
- Resources are use effectively, including to train and prepare for the introduction of SEAL materials.
- School leaders make excellent use of visitors to get over key messages, such as the implications of 'one stupid mistake'.
- Teachers' evaluation of a term's work is well used by managers to plan future provision.
- The well-considered school improvement plan includes PSHE issues such as the further development of pupils' social and emotional intelligence.

Subject issue: economic well-being

Pupils are well prepared for the next stage of their education.

- Good use is made of computers so that pupils' information and communications skills are improved.
- Pupils raise significant sums of money and budget to provide support to the link school in Ghana.
- Pupils have good understanding of how to work with others because of the emphasis teachers give to paired and group work.
- Opportunities to develop pupils' enterprise skills are developing well, such as the Year 4 industry link.
- The active School Council uses pupils' views well to make informed decisions about how to use the resources available to it.

Areas for improvement, which we discussed, included:

- assessing and recording pupils' progress in all the strands of 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

Henry Moreton
Additional Inspector