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Miss S Lowry
Headteacher
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Dear Miss Lowry

Ofsted 2009-10 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 25 January 2010 to look at work in PSHE.

As outlined in my initial letter, as well as looking at key areas of PSHE, the visit had a particular focus on learning to stay safe.

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.

The evidence used to inform the judgements included: interviews with you, three parents, the chair of governors, and two groups of older pupils; scrutiny of relevant documentation; and observation of four lessons.

The overall effectiveness of PSHE is outstanding.

Achievement in PSHE

Achievement in PSHE is outstanding.

- Pupils have outstanding personal and social skills. They are able to debate, discuss and argue constructively. They respect each other's views. As a result, they are confident, articulate and thoughtful children.
- Pupils develop strong leadership skills as they move through the school by assuming roles and responsibilities. For example, playground leaders, recycling and energy efficient monitors and school-lunch organisers.
- They have an age appropriate knowledge of sex and relationships and drugs education.

- Pupils have outstanding enterprise and financial capability skills. All classes plan, develop and lead enterprise projects on a regular basis.

Quality of teaching of PSHE

The quality of teaching and learning in PSHE is outstanding.

- Teachers plan lessons carefully to ensure that all pupils have the opportunity to make a unique contribution.
- Outstanding relationships in all lessons lead to mutual respect and an ethos of calm tolerance that pervades the school community.
- All lessons contain stimulating activities that consolidate learning, include purposeful discussion, and provide numerous opportunities for pupils to express their views.
- Good use is made of teaching assistants to record assessments and highlight key learning points to inform future planning.

Quality of the curriculum in PSHE

The PSHE curriculum is outstanding.

- The Philosophy for Children approach is central to the PSHE curriculum. The creative use of philosophical questions by all staff ensures that all pupils develop outstanding personal, social, debating and reasoning skills.
- The virtual learning environment enables all pupils to access the PSHE curriculum at school and at home through online voting and discussion rooms on key philosophical issues, for example, 'How do I know I exist?'
- The spiral organisation of the PSHE curriculum allows topics to be age-appropriate and revisited in greater depth as pupils move through the school.
- The PSHE curriculum has a significant impact on other subjects in the school. Thinking skills and debate are now central to other areas of the curriculum.

Effectiveness of leadership and management in PSHE

The leadership and management of PSHE are outstanding.

- You have very successfully led the development of PSHE across the school, notably with the introduction of Philosophy for Children and the virtual learning environment.
- Every member of staff has received individual support and coaching to support their teaching of PSHE.
- The leadership and management of PSHE are visionary and opportunities for the pupils to become involved in new initiatives are constantly sought that develop pupils' confidence and self-esteem. For example: peer massaging; forest schools; creative partnership links; music involvement

with the Wider Opportunities initiative, and the involvement of a large number of outside professionals and external agencies.

Subject issue; learning to stay safe

Staying safe has a high profile at the school. All pupils are very aware of how to stay safe on the internet, protect their passwords and how to avoid cyber-bullying. A successful 'staying safe week' ensured that all pupils were taught how to stay safe in a range of contexts, for example: stranger danger, the rights of the child, and bullying.

No areas for improvement were identified during the inspection.

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

Clive Kempton
Her Majesty's Inspector