

Dover Road Community Primary School
Ofsted 2009-10 subject survey inspection programme:
personal, social and health education (PSHE)

The overall effectiveness of PSHE is satisfactory.

Achievement in PSHE

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- Pupils are confident, friendly and thoughtful. They readily contribute their views and are developing the ability to listen to each other.
- Pupils' understanding of different feelings and how to manage their emotions is good and they are able to use these skills to help them become better learners and develop socially.
- Pupils are making good progress in learning how to stay safe, as illustrated by their reflections on a recent role-play activity where they learned how to assess risks and make decisions. They have a good knowledge of road safety and e-safety.
- They have a good knowledge of how to stay healthy, how to choose food that will provide a balanced diet and how important exercise is.
- Pupils have a secure knowledge of the dangers of tobacco and alcohol but they are less secure about the effects and risks of illegal drugs.
- Pupils' knowledge about body changes and how friendships change as they reach puberty is less well developed.
- Pupils understand the importance of money. They have a secure understanding of the world of work and are beginning to develop their team skills. However, their knowledge about how to manage their money is insufficiently developed.

Quality of teaching of PSHE

The quality of teaching in PSHE is satisfactory.

- Teachers have positive and encouraging relationships with pupils. They manage pupils' behaviour well, so lessons run smoothly.
- Lessons are planned carefully to link with prior learning experiences and to provide a variety of exciting activities, such as learning how to work together through games, with a partner and in teams.
- Questioning is used well to help pupils think for themselves, but there are missed opportunities for extending the learning of pupils through deeper questioning.
- In both the lessons observed, the question and answer sessions slowed the pace of work and the expectations of pupils were not always sufficiently challenging. Pupils sat listening for too long and became slightly restless.
- Insufficient use is made of information and communication technology to make lessons more interesting.
- Assessment is at an early stage, so there is not enough information to raise teachers' expectations or show how well pupils are progressing.

Quality of the curriculum in PSHE

The quality of the PSHE curriculum is good.

- Recent improvements to the planning of the curriculum are already raising pupils' achievements. The scheme of work is comprehensive and detailed. The use of a themed approach to planning is making a good contribution to the relevance of the curriculum and pupils' enjoyment.
- There are good links with other subjects, although these are not sufficiently mapped to show where provision is taking place.
- The use of social and emotional aspects of learning (SEAL) materials is effective and has had a significant impact on improving pupils' emotional development.
- Good use is made of trips to enable pupils to practise skills, such as road safety. A good variety of visitors helps to make learning more relevant and interesting.
- There is a good range of extra-curricular activities, such as the friendship club and the cookery club.
- Programmes to develop pupils' ability to manage their money are less well developed than other areas of the curriculum.
- Provision to extend pupils' knowledge about body changes and how friendships change as they reach puberty is less effective than other areas of PSHE.

Effectiveness of leadership and management in PSHE

The leadership and management of PSHE are good.

- Leadership of the area is strong, thorough and enthusiastic.
- The coordinator is supported well by senior staff, so she is developing her expertise and confidence in the subject.
- The monitoring and future planning for the subject are good and there are clear criteria for evaluating success.
- As identified by the school, there is insufficient staff training, especially in sex and relationship and drugs education.

Subject issue: learning to stay safe

- Pupils are very clear about how to stay safe and they know about a very wide range of risks and dangers.
- There is a good range of opportunities for pupils to practise their skills in staying safe.
- There is good provision to ensure pupils learn about e-safety and how to stay safe from bullying.

Areas for improvement, which we discussed, include:

- developing systems for assessing PSHE
- reviewing and developing the curriculum to extend pupils' knowledge about body changes and how friendships change as they reach puberty
- training staff to teach sex and relationships and drugs education more effectively.