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Mrs F Edmondson
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Dear Mrs Edmondson

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 18 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 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 discussions with you, staff and a governor, the school council, scrutiny of relevant documentation, analysis of pupils' work, observation of an assembly and 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 develop respectful relationships with others.
- Pupils know how important it is to keep fit and participate enthusiastically in the twice daily 'activate' exercises.

- Pupils have a sound knowledge of the dangers of smoking and alcohol.
- Older pupils show good levels of responsibility for their younger classmates in the mixed age classes.
- Pupils are active in school improvement. For example, they have helped with the development of the sensory garden and the provision of activities at play and lunchtimes.

Quality of teaching and learning of PSHE

The quality of PSHE teaching is good.

- Planning for PSHE is detailed and routinely sets out the learning intentions for lessons.
- Opportunities are taken for pupils to work collaboratively.
- Effective use is made of the expertise of teaching assistants to record the outcomes of activities.
- Arrangements for assessing and recording pupils' progress are good, and teachers report to parents on the personal achievements of pupils but not on each of the strands of PSHE.
- Effective adult is provided for vulnerable pupils so that they can benefit from all PSHE activities.

Quality of the PSHE curriculum

The curriculum is good.

- Provision in all the strands of the subject is well mapped out.
- The Social and Emotional Aspects of Learning (SEAL) materials are used very effectively to provide an interesting, comprehensive and relevant range of activities.
- The school has achieved the Health School award and pupils have a good understanding of how to eat healthily while in school.
- The school is inclusive. Pupils with learning difficulties and disabilities are fully involved in all PSHE related activities.
- Pupils benefit from the excellent links with children in a special school and this contributes well to their awareness of their role as active citizens.

Leadership and management of PSHE

The leadership and management of PSHE are outstanding.

- Self-evaluation is accurate and teachers have thoroughly audited provision in the different strands of the subject.
- Action planning is focussed on well considered priorities which respond to the specific needs of pupils, and their parents/carers.
- School governors are developing their capacity to take an active role in monitoring developments in the subject.
- New technologies are very well used to communicate with parents/carers about pupils' personal development and well-being.

Subject issue: economic well-being

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

- Good use is made of computers so that pupils' information and communications skills are improved.
- Pupils' aspirations are raised by 'going for gold' initiatives.
- Pupils raise sums of money and budget to buy a range of equipment to use during playtimes.
- Pupils have good understanding of how to work with others because they are taught in mixed age classes.
- Opportunities to develop pupils' enterprise skills are limited.

Areas for improvement, which we discussed, included:

- reporting to parents/carers on all the strands of PSHE
- extending opportunities to develop pupils' enterprise skills.

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