

Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404040
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



30 December 2008

Mrs S Audsley
Headteacher
Clifton Green School
Kingsway North
Clifton
York
North Yorkshire
YO30 6JA

Dear Mrs Audsley

Ofsted survey inspection programme – Personal, Social and health Education (PSHE)

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 11 June 2008 to look at work in PSHE.

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 pupils, staff, a governor and a representative from the local community, scrutiny of relevant documentation, and observation of five lessons.

The overall effectiveness of PSHE was judged to be good.

Achievement

Achievement in PSHE is good.

- Pupils achieve well and make good progress in their personal development.
- Pupils get off to a flying start in PSHE from a young age, including in the Year 1 nurture class.
- Pupils enjoy and value their PSHE work, especially where they find out about how to deal with 'real life' situations.
- Pupils know how to stay safe and healthy, and value their involvement with the local sports partnership.
- Pupils have a sound knowledge of the dangers of smoking and alcohol.

- Pupils respond very well to being given responsibilities, taking seriously the opportunities to be playground leaders, peer mediators and school councillors.
- Pupils reflect on issues sensibly, and communicate their views soundly.

Quality of teaching and learning in PSHE

The quality of PSHE teaching is good.

- The content of lessons focus well on the development of pupils' personal and social skills.
- Staff benefit from ongoing professional development in, for example, how to manage an effective 'circle time'.
- A significant contribution is made to PSHE by the extensive team of teaching assistants and the home support worker in looking after pupils' well-being.
- Staff are committed to their roles as mentor to pupils.
- Teachers maintain useful samples of pupils' work to show their personal development over the course of the year. However, teachers do not routinely assess and record pupils' progress in all strands of PSHE.
- Opportunities are regularly taken for pupils to work together with partners and in groups.
- Effective and specific support is provided sensitively for more vulnerable pupils to develop their life skills.

Quality of the curriculum

The curriculum is good.

- The Social and Emotional Aspects of Learning (SEAL) materials are being introduced appropriately but are yet to be embedded.
- Teachers use displays very well to record and celebrate PSHE work.
- Pupils value the input from visitors such as the theatre group, who make an input on drugs education.
- Pupils enjoy learning about being healthy and staying safe and are supported by the community police officers.
- Year 6 pupils gain a Bronze award in the Arts, reflecting their participation in a range of activities that develop their esteem and confidence.
- The school has gained the Healthy School Award and as a result pupils have a greater awareness of how to improve their health and well-being, for example through eating sensibly.
- The school is inclusive. Children with learning difficulties and/or disabilities are fully involved in all PSHE related activities.
- The breakfast and lunchtime clubs add to provision by enabling pupils to interact with each other and with adults.

Leadership and management of PSHE

The leadership and management of PSHE are good.

- Governors take a very active role in developments and are represented on the school council.
- School leaders set the tone for all the staff in placing high importance on pupils' personal development and well-being.
- School leaders use PSHE related initiatives well to enhance links with the network of local schools.
- The new outdoor play area is an excellent facility, enabling pupils to learn to turn-take and share.
- The subject development plans show good improvements over time.

Subject issue: Economic well-being

Pupils are well prepared for adult life.

- Effective links have been established with local secondary schools in PSHE related activities, especially in the arts.
- Pupils of all abilities relish the opportunities to take on responsibilities such as peer mediators, play leaders and learning mentors.
- Pupils have a good awareness of financial issues because they are involved in decisions to raise and spend money.
- Pupils from minority ethnic groups are well integrated into the life and work of the school, some of whom act as unofficial 'translators' for their families. This develops their confidence and esteem.

Areas for improvement, which we discussed, included:

- ensuring the SEAL materials are fully integrated in the curriculum
- ensuring that pupils' progress in all the strands of the subject are routinely assessed over time.

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