



Case Studies Series

'The excellent personal, social and health education programme makes sure that pupils learn how to keep themselves safe physically and emotionally, as well as on the internet and when using social media sites.'

St. Christopher School Academy Trust

'The school motto, 'Be the best you can be', filters across all the topics that pupils learn about and is very central to developing pupils' spiritual, moral and cultural awareness.'

Worcesters Primary School Enfield

INTRODUCTION

In 2013 Ofsted found a strong correlation between schools judged 'outstanding' in their most recent Ofsted Section 5 inspection and those judged outstanding for their PSHE education provision (['Not Yet Good Enough' – Ofsted 2013](#)).

To better understand this relationship we visited ten 'outstanding' or 'good' schools that have committed both curriculum time and resources to the provision of high quality PSHE education and believed that this had made a significant contribution to their successful Ofsted judgement, though given the scale of this research it would be inappropriate to state that all 'outstanding' schools are inevitably providing PSHE education to the standard we witnessed in our study.

We would like to express our appreciation for the time and effort these schools gave towards helping us to gather this data. It was a genuine privilege to witness colleagues' commitment to the personal and social development of their pupils and to PSHE education in their schools.

Schools find it difficult to separate the impact of the taught PSHE education programme from their wider 'whole school' activities aimed at promoting pupils' personal and social development (PSD) and spiritual, moral, social and cultural development (SMSC). What emerges is that through robust assessment schools can isolate the *specific learning and progress* pupils make within PSHE education, though it is a combination of this learning and the experiences and learning opportunities offered as part of a wider 'healthy school' that leads to *impact* in terms of measurable behavioural change.

For example, pupils' understanding about issues such as bullying and healthy relationships and the development of skills such as assertiveness can be assessed within PSHE education. When this is combined with positive role modelling along with clear policies and protocols - developed and applied consistently through a whole school approach - there is demonstrably reduced bullying behaviour. PSHE education is a critical component within a wider 'healthy, outstanding school'. (There may be a parallel with literacy taught through English as a *subject* and literacy developed and enriched through the whole curriculum.)

'Pupils say that bullying is very rare in their school; they do not recall it happening. They say that if anyone falls out with a friend, they have a number of ways of sorting it out, only needing the help of adults occasionally. They know that any racism will be challenged and will not tolerate it themselves. They feel that the school does a lot to make sure every pupil has equal opportunities and they help to make sure all pupils feel included.'

St Margaret Clitherow Roman Catholic Primary School - Behaviour and safety - Outstanding

It is almost impossible to detach the 'story' of developing an outstanding PSHE education programme from the wider story of a school's journey to becoming 'outstanding' overall.

Because outstanding PSHE education must be mindful of and relevant to pupils' real life experiences it is dependent on the school's overall vision, its links to the wider curriculum, the pastoral system and the community it serves.

In these schools senior leadership teams can clearly articulate the role PSHE education plays in achieving their overall vision and this is identified within the school's development plan. The management arrangements for quality assuring learning across the wider curriculum are applied with equal rigour to PSHE education and opportunities for CPD in PSHE education are equal to those in other subjects.

All of the schools we visited strongly believe the positive relationships and skills (especially the so-called 'soft skills' such as problem solving, team working and enquiry) developed within PSHE education are transferrable to the wider curriculum and life beyond school.

One tension that emerges is ensuring that PSHE education programmes are always relevant to pupils' changing needs while not being endlessly 'reactive'. These schools address this by separating the *skills and values* their programme is developing from the *context or content*. Whilst the *topic* may change to reflect changing circumstances and needs the *underlying skills* that are being developed remain the same.

Key findings:

1. In all of the schools we visited teachers and senior leaders were unanimous in stating the importance of placing a discrete, developmental and responsive PSHE education programme at the centre of their curriculum. The schools all recognised that this planned programme provides opportunities to explicitly teach concepts, knowledge, language, strategies and skills that enrich wider curriculum opportunities. These programmes are supported by enrichment activities and a wider curriculum that offers planned opportunities to support pupil personal and social development.
2. In all of these schools there is an experienced, central co-ordinator with a genuine passion for driving PSHE education in their school. All schools have active Head teacher and senior leadership support that either has overall responsibility, or is part of a team with responsibility, for all aspects of pupils' social and emotional wellbeing. This creates a coherent, developmental approach to both curriculum learning and pastoral support. The 'whole school' commitment to PSHE education also means that this subject is not vulnerable to staff turnover and the loss of a school 'champion'.
3. Whilst not all PSHE coordinators we visited are members of their school's senior leadership team all commanded the respect of their professional colleagues and were recognised as having both expertise and a 'leadership role' in the school. Many led school-based staff development sessions and all provided planned induction to PSHE education including co-teaching for new members of staff.
4. In secondary schools we looked at models of delivery are varied. Some have a specialist 'PSHE education team' which includes the 'healthy schools' lead. They also have dedicated classrooms that act principally as 'PSHE rooms' effectively creating an identifiable PSHE department. In one secondary school tutors teach PSHE education though each tutor is only required to teach one half-term module in carousel. This means they work with a variety of pupils across their year group and are able to develop considerable expertise and confidence in their specialist module. In another, 25 form tutors teach PSHE education as part of their pastoral responsibility (PSHE education lessons were inspected during 2014 in this school and judged 'good with outstanding features'.)

Regardless of the curriculum model the more critical issue is the senior leadership's commitment to monitoring the quality of teaching in PSHE with the same rigour and expectations as other subjects. Robust monitoring helps to ensure a high quality learning experience for pupils and that PSHE education, if observed during inspection, is seen to positively contribute to the overall judgment of the quality of teaching in their school.

5. The active involvement of members of the school's senior leadership teams in the teaching of PSHE education raises the profile of this subject with both staff and pupils. In one secondary school we looked at all heads of year teach modules of PSHE education in carousel and in another a

deputy head is a full member of the school's PSHE team. This was viewed very positively by teachers who see PSHE education - with its focus on issues that are relevant to pupils and an emphasis on active learning and discussion - as a powerful way of building relationships between senior leaders and pupils. Pupils feel that their teachers and senior leaders understand the real life issues they confront, are willing to explore them together and value pupils opinions on important matters.

6. In all of the schools we visited PSHE education is built around clear learning objectives and expected learning outcomes. These schools combine robust teacher, pupil and peer assessment. They are able to demonstrate pupils' immediate learning from a single lesson and pupils' progress over time. All these schools gather data from both external and internal (for example school behaviour logs) sources to focus, evaluate and evidence the impact of the school's provision. The special schools we visited go further, constructing case studies to monitor the impact of interventions on individual pupils with specific social needs. This 'data rich' environment provides a strong evidence base for inspection. Some of the schools also made use of data gathered across their local authority as part of 'healthy schools', these schools have access to longitudinal and comparative data from schools throughout the authority and country.

'Teachers have access to a wealth of data and information about students' progress that they use very effectively to plan activities that are demanding for all the students in the group.'

St Martins School Brentwood – The quality of teaching – Outstanding

'The school's behaviour records show that the conduct of pupils is excellent. Any incidents that do arise are analysed and reported to governors. Pupils were unreservedly positive about standards of behaviour when talking to the inspectors. They say that incidents of poor behaviour are rare and are dealt with quickly.'

The Beacon Church of England School – Behaviour and safety - Outstanding

7. In all the schools we visited PSHE education is being treated no differently from any other subject in the curriculum. There is appropriate curriculum time (usually a timetabled hour per week specifically for PSHE education); there is a developmental scheme of work; teaching and learning is monitored through lesson observations undertaken by coordinators and members of the school's senior leadership team; pupils' individual work and progression is subject to scrutiny and the teaching of PSHE education is part of performance management. All of these schools undertake rigorous evaluation of their PSHE education programmes and all include pupil voice within this process.
8. Some secondary schools 'blend' PSHE education, citizenship and RE whilst others separate them out as discrete timetabled subjects. The school we visited that had made 'extraordinary progress' in their section 5 inspection provides one hour of PSHE education per week in addition to citizenship. Regardless of the model there are clear PSHE education learning objectives and outcomes within blended programmes that differentiate between learning in PSHE education, citizenship and RE.
9. In all the schools we visited teachers were given the flexibility to change the direction of their lesson if the response from pupils indicated that this would make it more relevant. This flexibility took place within a wider framework ensuring that pupils would return to the planned learning at a later date. In this way pupils always see the programme as relevant whilst learning does not losing its overall direction.
10. These 'outstanding' schools recognise that PSHE education offers a relevant context for pupils to develop key transferable skills. Coordinators are therefore building in opportunities to

develop questioning, listening, debating, team working, enquiry, risk identification, assessment and management in their PSHE education programmes. Many argue that proficiency in these interpersonal skills creates confidence and self-belief, in turn impacting on pupils' academic achievement, behaviour and life beyond school.

11. The primary schools we visited had a single 'unifying framework' or philosophy that focused their entire curriculum. All staff we spoke to are clear how both the content and pedagogy of PSHE education contributes to their school's overall aims and fits into this framework. For example in one school described by Ofsted as 'extraordinary', their 'Building Learning Power' framework provides one consistent set of 'thinking and learning behaviours' that children develop and rehearse in both their academic and social problem solving. This, combined with a set of core values that are modelled throughout the school brings a consistency to pupils' experience.

'Strategies to develop the independence of pupils, so that they take more responsibility for their learning, have been carefully considered. Extensive training has ensured that all adults and parents very clearly understand the school's approach. Pupils readily think about how they can be resilient, resourceful, and reflect on their learning. Pupils also consider how they can work together to make their learning effective.'

St Margaret Clitherow Roman Catholic Primary School - Leadership and management –Outstanding

'The school motto, 'Be the best you can be', filters across all the topics that pupils learn about and is very central to developing pupils' spiritual, moral and cultural awareness.'

Worcesters Primary School Enfield –Summary of Key Findings - Outstanding

12. In all of the schools we visited the planned PSHE education programme; the curriculum's wider contribution to pupils personal development; internal and external data; pastoral care and staff development are all one single 'system'. This is identified in the school's development plan and the PSHE education programme constantly responds to the changing school environment, the wider community and pupils' changing needs. In many of these schools the PSHE coordinator is engaged in all parts of this system ensuring they are mutually informative and supportive.

The excellent personal, social and health education programme makes sure that pupils learn how to keep themselves safe physically and emotionally, as well as on the internet and when using social media sites.'

St. Christopher School Academy Trust – Behaviour and safety - Outstanding

13. External 'visitors' are used in all the schools we visited to enrich learning by providing expert input and also acting as role models. These experiences are built into the planned PSHE education programme ensuring both pre and post learning opportunities are in place. Many schools make use of 'enrichment days' to provide more time to deepen pupils understanding of key issues. In all cases these supplement the planned programme and pre and post learning is built into the programme.
14. In a number of the schools we visited there is recognition that PSHE education offers teachers opportunities to creatively experiment with more active pedagogy. This experimentation transfers to and enriches learning within other curriculum subjects.
15. As part of their scrutiny of the curriculum governing bodies are provided with reports of both pupils progress in PSHE and intended developments in this subject. Governors are encouraged to be actively involved in the personal development of pupils meaning that they are better informed and therefore better able to positively challenge their schools. In the majority of schools we visited there were strong links between the schools governing body and the student

council, with governors joining student councils and student council representatives reporting directly to the governing body.

Conclusion

In 2015 it is easy to succumb to the notion that with curriculum time at a premium and pressure on schools to achieve challenging academic targets, making a commitment to PSHE education is peripheral to becoming an 'outstanding school'. The schools we visited demonstrate that this is untrue.

All of the schools we visited recognise and can evidence the contribution their PSHE education programme has made to being judged by Ofsted as a 'good' or 'outstanding' school. Many describe a 'virtuous circle' - the greater their investment in a high quality, developmental, assessed PSHE education programme as part of a 'healthy school' culture, the greater the return in terms of healthy relationships, improved behaviour, a more productive climate for learning and more confident and skilful pupils.

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With thanks to the schools that took part, case studies have been published on the PSHE Association website during Summer term 2015:

- [St Martins School – Brentwood Essex](#)
- [Newent Community School and Sixth Form Centre - Gloucester](#)
- [St Margret Clitherow Roman Catholic Primary School - Stevenage](#)
- [The Worcesters Primary School - Enfield](#)
- [Hurworth School - Darlington](#)
- [St. Christopher School Academy Trust. - Southend-on-Sea](#)
- [Beacon CE Primary School - Liverpool](#)
- [Merston School & Forest Oak New School - Birmingham](#)
- [St George the Martyr Church of England Primary School - Camden](#)

PSHE ASSOCIATION CASE STUDIES SERIES

ST MARTIN'S SCHOOL

Area: Brentwood Essex

School website: <http://www.st-martins.essex.sch.uk>

Date published: January 2015

School context

St Martin's School is a 12 form entry, secondary academy in Hutton near Brentwood, Essex, with 1784 pupils on roll. A tenth of students are from minority ethnic groups and the proportion of students who speak English as an additional language, are eligible for support through the pupil premium, or free school meals, looked after children and those from service families are all well below the national average, as is the proportion of disabled students and those with special educational needs (Ofsted 2013)

Ofsted judged the school 'outstanding' in their most recent report undertaken in May 2013. Inspectors spent two hours in discussion with the PSHE education coordinator, exploring the impact of the programme on pupil wellbeing. Further one hour meetings were held with other pastoral team members and with the Deputy Headteacher and pastoral lead.

In their most recent inspection St Martins was judged to be outstanding in all categories. But the following particular strengths of the school were identified:

*'Teachers are particularly skilled in shaping questions that probe and deepen students' understanding
Students' attitudes to learning are excellent.
They come to school ready to learn and take a full and active role in the life of the school.
Students feel safe at the school and actively prevent bullying through the peer mentoring and prefect systems.'*

Perspective of the Head/Senior Leader Team

The aims of the PSHE education programme at St Martin's are to support the school's overall ethos,

'...including pupils' personal development, outstanding academic achievement, smart appearance, and high standards of behaviour including good manners and courtesy.'

[School Website]

The school places PSHE education at the centre of the curriculum as a fundamental component of the school's overall commitment to the personal and social development of its pupils.

'What cannot be measured in league tables are the values which we reinforce in our students and which contribute significantly to the school's outstanding ethos. Visitors are always struck by how well behaved and smartly dressed our students are. They comment also on the warmth of the relationships that students form with each other and staff. This relationship with staff helps to underpin teaching which is of the highest quality and coupled with outstanding pastoral care ensures that our students achieve highly. As a result, students leave St. Martin's School equipped with the knowledge and skills to enable them to become valued members of their community.'

Mike O'Sullivan – Headteacher

Why we feel PSHE is outstanding in this school

St Martin's has integrated its planned PSHE programme seamlessly into the school's wider personal and social development but in doing so has lost none of the rigor that would be expected of any subject within the curriculum. The programme is taught by tutors, however each tutor specialises in only one topic or theme that is taught in carousel to the year group. The Head of Year is also part of this team. In the school's view this significantly contributes to developing strong relationships across the year groups.

The PSHE programme uses a combination of purchased resources and those created 'in house' to reflect pupils' unique needs. It is subject to robust oversight by the coordinator who provides team professional development. Observations of teaching and learning and scrutiny of pupils' work and progress ensure the quality of teaching.

The PSHE education coordinator is available to co-teach sensitive issues should colleagues lack confidence or need support and provides comprehensive induction training for new staff. The coordinator's role on the school's pastoral team, together with data from a variety of sources (including external surveys such as 'SHEU' (School and Students Health Education Unit <http://sheu.org.uk>) and internal surveys) informs the content of the PSHE education programme which is constantly adapting to pupils' changing needs.

Senior pupils (prefects) are attached to forms and have a role in providing elements of PSHE education to their forms, known internally as 'Prefects in Peer Support' (PIPS). They receive comprehensive training including 'Bullying Intervention Training' (Kidscape) and other specific theme-based training by the PSHE education coordinator. All prefects teaching this planned twice weekly 'circle time' session have email contact with the head of year and the PSHE education coordinator to ensure incidents are swiftly dealt with and issues responded to.

Learning in PSHE education is robustly assessed against clear learning outcomes using a 'working towards, working at, and working beyond' framework of progression statements. Teacher assessment is combined with peer and pupils' self-assessment.

This means that school and local health data; the individual experiences of pupils; the school's development plan; the professional development of staff; the formal PSHE education programme and the assessment data it generates, are one single 'system' mutually informing each other and providing a comprehensive bank of evaluation data to evidence impact. The PSHE coordinator manages this 'system' with the full support of the school's senior leadership team.

How PSHE contributed to the success in the Ofsted inspection

PSHE education came under significant scrutiny in the school's last inspection. The school provided evidence that demonstrated not only pupils' progression in learning but also the impact of that learning in terms of changed behaviour.

The combination of a well-resourced, evidence based, developmental programme, with each tutor focusing on just one aspect of PSHE education, ensured that Ofsted lesson observations would be judged 'good' and in many cases 'outstanding'.

The provision of focused CPD ensures tutors have the expertise and skill for teaching their PSHE module. Robust assessment evidence, monitored by the coordinator, enabled the school to evidence the impact of learning.

Inspectors reported:

'Teaching in all key stages is very rarely less than good and it is often outstanding. Marking of work is thorough, rigorous and frequent. Where students mark their own or each other's work, the teacher often checks that the targets have been met.'

During discussion with the coordinator, inspectors focused on how PSHE education and wider curriculum opportunities support the school's behaviour policy. The school was able to evidence this through the establishment of 'ground rules' in PSHE, the school's overall 'code of conduct' and the developmental PSHE programme of respect and behaviour towards others, helping pupils develop a language and behaviours congruent with the 'code of conduct'.

The school has robust monitoring of behaviour in place and staff trained in restorative measures. Critically, if monitoring of behaviour shows elevated incidents of a particular issue it will trigger changes to the school's action plan, focused training for teaching and support staff to increase watchfulness and the refocusing of work in PSHE education and enrichment days. An example of this would be the 'whole school approach' taken to address incidents of homophobic bullying.

The planned, discrete PSHE education programme, the circle time and enrichment days are informed by the school's annual participation in the SHEU survey. The school recently introduced the 'Risk Avert' programme (<http://www.risk-avert.org/>), whilst identifying, assessing and managing risk is woven through the PSHE education scheme of work and measures to signpost appropriate support are integrated into the programme. E-safety is covered within the PSHE education programme with reinforcement through an enrichment day in years 12 and 13.

The school has invested further training in their peer mentors to help them identify pupils who may be at risk. Training includes abuse in relationships; the Samaritans DEAL programme, child protection and self-harm.

Inspectors reported:

'Students are aware of the different forms of bullying, including cyber-bullying, and they know how to keep themselves safe. Students are active in preventing all kinds of bullying through the peer mentoring and 'Prefects in Peer Support' (PiPS) programme.'

We would like to thank all the staff and students at St Martin's School for making us welcome and giving us a valuable insight into their PSHE education programme.

PSHE ASSOCIATION CASE STUDIES SERIES

NEWENT COMMUNITY SCHOOL AND SIXTH FORM CENTRE

Area: Gloucestershire

School website: <http://www.newent.gloucs.sch.uk>

Date published: January 2015

School context

Unlike other schools in our research, this case study does not focus on a school judged by Ofsted to be 'outstanding'. In January 2013 the school had been judged 'inadequate' and placed into special measures. All judgements had been 'inadequate', with the exception of *behaviour and safety* that had been judged 'in need of improvement'. In their last Ofsted inspection, in January 2014, the school was judged 'good' overall and this case study outlines how PSHE was at the heart of the school's dramatic improvement.

Newent Community School and Sixth Form Centre, in Newent, Gloucestershire has 1235 pupils on role. In 2014 Ofsted described the school as:

- *'...larger than average. The proportion of students who are disabled or have special educational needs and are supported at school action is below average, as is the proportion supported at school action plus or with a statement of special educational needs.'*
- *'The headteacher, who had previously been deputy headteacher, started in her new role from April 2013. At that time two assistant headteachers were promoted to acting deputy headteachers.'*

Under this new leadership the school has progressed from being in 'special measures' to 'good' in every judgement in just 12 months. The school has placed PSHE education at the centre of its work and believes this has made a significant contribution to achieving its new status.

Having been placed in special measures, Ofsted did not focus specifically on PSHE education in the early stages of their monitoring of the school. However as the school's journey to 'good' continued, Ofsted's inspection of PSHE education became increasingly significant.

In 2014 key findings included:

- *Relationships between staff and students are excellent and the behaviour around school and in lessons is good.*
- *Students say they feel safe and well cared for. The school responds well to relevant issues regarding the personal safety of students as a focus for assemblies and lessons.*

Perspective of the Head/Senior Leader Team

The PSHE programme has the full support and commitment of the new Headteacher and the school's senior leadership team. One of the school's deputy Headteachers is a permanent member of the school's PSHE education department.

The aim of the school's PSHE education is to support the school's overall aim to *'...develop mature, confident and thoughtful citizens.'* Significantly the first page of the school's prospectus prominently draws attention to the provision of *'...a thorough programme of Personal, Social and Health Education for all students as well as Citizenship, Work Experience, Enterprise Education and Careers Guidance.'*

Why we feel PSHE is outstanding in this school

A highly experienced teacher coordinates the PSHE education programme and has been seconded part-time in an advisory role with the local authority, working closely with the Gloucestershire Healthy Living and Learning team.

The coordinator has regular contact with her school's pastoral team, where the monitoring of both pupil behaviour and pastoral concerns can be quickly reflected in the taught PSHE education programme. The school has produced a comprehensive, developmental and highly flexible scheme of work, drawing on elements of published resources and those produced by the coordinator. All lessons have clear learning objectives and intended outcomes and provide illustrations of how learning can be differentiated to meet different pupils' needs.

A key part of the coordinator's role within her local authority is the production of new PSHE education teaching material for Gloucestershire schools. This joint role means that resources are being developed in a school setting, allowing for rapid piloting and a strong student engagement in evaluation.

The entire programme, including enrichment material and models of assessment are available on the school's database. PSHE education teachers therefore have immediate access to resources, a rich range of pedagogy and assessment material.

The programme uses topics to provide a relevant context for the development of language and skills. A good illustration is a major project undertaken by pupils into dementia, leading to pupils working in local primary schools to raise awareness. In this way, pupils had the chance not only to develop their understanding of dementia, but also their presentation skills and empathy.

Critically Newent's PSHE programme is strongly 'data-driven'. All schools in Gloucestershire undertake annual research into their pupils' health behaviour and their expressed values, beliefs and opinions. This research has been in place for 12 years as part of the authority's Healthy Schools/ Healthy Living and Learning programme. Schools receive their own current data, how this compares to their own historical data and a comparison with other schools in the authority.

This wealth of data allows the school to constantly refocus their attention to reflect the changing needs, beliefs and behaviour of their pupils. Access to longitudinal data enables them to monitor the impact of any intervention. Combined with the regular in-school liaison with the pastoral team, the programme is highly responsive to changing evidence.

PSHE education in the school is strongly linked with the development cycle demanded by Gloucestershire's Healthy Living and Learning team. This 'baseline, target, intervention, impact' cycle brings focus to the programme.

PSHE education is treated as a 'subject' in the curriculum. The school has a two week timetable and each week has a 50 minute PSHE lesson for all pupils. The new leadership team chose to continue to invest time in this subject even when the school was placed in 'special measures', resisting the temptation to reduce curriculum time for PSHE to be used elsewhere.

PSHE education lessons are enriched by 'drop-down days' with a variety of 'visitors', bringing additional expertise to topics covered in the planned programme. All enrichment days are supported by both pre and post work in PSHE education lessons.

PSHE education is taught by a specialist team of seven experienced teachers, the majority being full-time PSHE education specialists, and there are two dedicated PSHE classrooms. As a department they

have the same schedule of departmental meetings and CPD opportunities as all other departments. Significantly, one member of this team is one of the school's deputy heads. His commitment to the subject and membership of the team adds credibility to the programme and ensures the subject is fully represented at senior leadership meetings.

Although there are PSHE specialists and a dedicated PSHE education programme, this team is part of a wider department called 'PDFC' (Personal Development and Future Choices) that ensures continuity between PSHE education, citizenship, careers and work-related learning. This larger department collaborates in the planning and teaching of the drop-down days, providing learning that helps pupils connect up and deepen their learning in each subject area.

The school has vertical tutor groups. Whilst this has brought the benefits of building strong relationships across year groups this setting would be inappropriate for teaching PSHE education that reflects the needs and readiness of pupils.

The teaching of PSHE education has the same expectations concerning assessment as all other subjects. There is robust assessment undertaken through a comprehensive marking schedule, including pupils' self-reflection and assessment, peer and teacher assessment. Pupils have specific targets set for PSHE education recording their learning and progress in a personal workbook. The database provides the PSHE education team with a variety of assessment tools to assist pupils in self-reflection and self-assessment, including material to support both pre (baseline) and prior learning and the assessment of knowledge, understanding and skills.

There are frameworks with clear learning outcomes to support peer assessment and clear, structured and comprehensive guidance to ensure that peer assessment provides the opportunity for pupils to develop the skills of both good listening and giving effective feedback. In this way, peer assessment is linked with both the learner's and the assessor's development.

PSHE education is subject to the same scrutiny as all other subjects, with book monitoring and lesson observations being undertaken by the co-ordinator. New teachers joining the PSHE team are provided with comprehensive teaching material and one-to-one CPD, monitoring and guidance from the coordinator.

Reporting to parents takes the form of reporting on pupil's attitude to learning and engagement in PSHE education.

How PSHE contributed to the success in the Ofsted inspection

The school expects PSHE education lessons be taught with the same rigor as all other lessons. Combined with the expertise and experience of the PSHE education team, this meant that all PSHE education lessons observed were judged 'good' or 'outstanding' in its most recent inspection.

Ofsted noted:

'Teachers' questioning is a strength, particularly how teachers use questions to challenge the thinking of the most able. Students are expected to explain their answers. This ensures they acquire a good understanding of their work as well as developing their speaking and listening skills.'

The school believes that PSHE education provides the most relevant context for building teamwork, enquiry, speaking and listening skills. The school believes that the skills being developed in PSHE education are transferring more effectively to the wider curriculum. The strong approach the school takes to assessment in PSHE education helps to evidence this learning.

In their 2014 inspection, learning within PSHE education provided considerable evidence leading to Ofsted's judgement that **'The behaviour and safety of pupils are good'**:

'Students have a good understanding of the key issues of keeping safe, appropriate to their age. This includes aspects of e-safety, sexual health and of substance abuse, including cigarettes and alcohol.'

The school ensures students understand the risks of stress when preparing for examinations or when under pressure.

Assemblies and personal, social and health education (PSHE) lessons are adapted to take account of any issues which are relevant, for example discussing issues around self-harming...

Students know about the different types of bullying, including issues around single sex relationships and transgender. They are aware that staff challenge any student who makes inappropriate comments or uses expressions like 'gay' as a form of abuse.'

Both the coordinator and her deputy head believe PSHE education is making a substantial contribution to the strong relationships within the school. PSHE education provides excellent opportunities for pupil voice, demonstrating the value the school places on respecting and responding to the real life needs of their pupils.

The PSHE education team works in co-operation with other departments to create cross-curricular learning that is relevant to young people. For example the IT team provides technical learning about on-line safety, the PSHE education team explores the emotional and social aspects and the Drama team provides stimulus and opportunities to develop and rehearse strategies and skills.

Ofsted stated:

'Students' excellent spiritual, moral, social and cultural development is enhanced across all subjects...as part of internet awareness week students performing a drama presentation on the dangers of sending sexually explicit images from phones (sexting). Aspects of sexual exploitation have also been discussed and important information is made available to parents and carers through the school's website.'

We would like to thank all the staff and students at Newent Community School and Sixth Form Centre for making us welcome and giving us a valuable insight into their PSHE education programme.

PSHE ASSOCIATION CASE STUDIES SERIES
ST MARGARET CLITHEROW ROMAN CATHOLIC PRIMARY SCHOOL

Area: Stevenage Hertfordshire
School website: <http://www.clitherow.herts.sch.uk>
Date published: January 2015

School context

St Margaret Clitherow Roman Catholic Primary School is located in Stevenage in Hertfordshire. There are currently 236 pupils on role, from Early Years Foundation Stage to the end of Key Stage 2. The majority of pupils are White British but the proportion of pupils from a wide range of other minority ethnic backgrounds is above average. Slightly more pupils than average speak English as an additional language. The proportion of disabled pupils and those who have special educational needs is below average.

The school's aims state:

'We aim to offer pupils a rich, diverse and creative curriculum, enhanced through extracurricular opportunities, both indoors and outdoors. We will encourage the use of new technologies, as well as traditional skills to maximize the development of learning power in a Catholic environment.'

'We will encourage pupils to make choices in their learning and aim to empower parents to assist in these choices at every stage of the educational journey, recognising everyone as a learner.'

Ofsted inspected St Margaret Clitherow RC Primary School in March 2013, describing it as 'extraordinary' and judging it 'outstanding' in all key judgements, stating:

- *The recent introduction of a programme to help pupils think about their learning is proving highly successful and they become resilient learners, looking for ways to overcome barriers for themselves.*
- *The exciting curriculum, strong links with the community and church, and the emphasis on personal faith and beliefs make excellent contributions to the spiritual, moral, social and cultural development of pupils.*
- *Behaviour is excellent. Pupils get along very well and enjoy school, accepting one another's different views or beliefs.*
- *Pupils feel very safe at school and in the wider world, because they are well trained about how they can stay safe and show positive attitudes.*

Perspective of the Head/Senior Leader Team

The school's Headteacher places personal, social and emotional development of pupils at the centre of the curriculum. The school has implemented 'Building Learning Power' (BLP) (<http://www.buildinglearningpower.co.uk>) underpinned by the four qualities of resilience, resourcefulness, team working (reciprocity) and reflectiveness, that permeate the academic and pastoral curriculum and throughout the ethos of the school. The four principles of 'BLP' can be seen as providing a framework for enabling children to manage their own learning within the classroom and in managing their relationships throughout the school.

The head's vision is:

'To ensure our children are emotionally fit; resilient and able to cope with life both at school and generally once they leave us and have a toolkit to dip into and use confidently'

when things go wrong'.

The school aims to be a strong Christian community celebrating the diversity of heritage, faith, language and culture in the school's community and wider world. Children are encouraged to be sensitive to the needs of others, while the school seeks to meet their individual needs. The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems.

Why we feel PSHE is outstanding in this school

The PSHE co-ordinator and the leadership team are convinced that PSHE education has made a significant contribution to Ofsted's 'outstanding' grading. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture.

The school has a powerful combination of a planned thematic PSHE programme, built around a spiral curriculum of recurring themes. Time in individual classrooms that is allocated specifically to PSHE is flexible but is never less than 45 minutes of discrete PSHE time per week. Some lessons are taught by class teachers and some led by a specialist, trained higher level teaching assistant (HLTA). Progression in PSHE education is monitored and reported on, using statement banks and a 'working towards, at and beyond' model to record learning and progress.

The school's commitment to 'Building Learning Power' provides pupils with a set of key strategies and behaviours that they can apply to problem solving in the academic curriculum. These skills and 'habits of thinking' are transferable to problem-solving in social situations, including managing relationships. It is clear that the school gives pupils every opportunity to rehearse and develop these behaviours and strategies throughout school life.

The planned PSHE education programme is enriched through structured learning experiences that are tailored to the individual social and emotional needs of pupils. These interventions specifically target the needs of individual pupils and are carefully monitored to assess their impact. A third 'layer' is the regular use of 'circle time': however, rather than a timetabled part of the school curriculum, 'circle time' is employed as a problem-solving process to support pupils to collectively negotiate solutions to social problems.

The entire PSHE provision is 'data-driven' using internal monitoring of pupil behaviour and pupil voice to constantly refocus and update the provision. There are strong links with the community and parents are encouraged to attend events that celebrate pupils' social and emotional learning. There is also a strong link with the local Catholic secondary school, ensuring that the social and emotional development of pupils continues seamlessly into Key Stages 3 and 4. Pupil data, staff development, and the drive to constantly improve the role of PSHE education in the curriculum are part of one integrated 'system'. Currently the school has significant work underway involving parents, teachers and governors in the development of a revised SRE programme. A further priority for the school is to further identify where PSHE education fits into the wider curriculum and how to continue to integrate it into every part of the school day.

St Margaret Clitherow School is an outstanding example of integrating a planned developmental PSHE programme where the 'topics' of PSHE are covered in lessons, enriched with targeted interventions to meet the specific social and emotional needs of classes and individual pupils, and where appropriate values and behaviours are being modeled throughout the entire pupil experience as part of a 'healthy school'. The application of BLP as an overarching pedagogy and framework, combined with the values of the school's faith, unifies the pastoral curriculum with the academic, equipping pupils with the transferable skills and confidence they need for a broad range of academic and social problem solving.

How PSHE contributed to the success in the Ofsted inspection

Not surprisingly the impact of PSHE education as part of the school's wider approach to supporting the personal social and emotional development of pupils is commented on in more depth in some areas of the Ofsted report than others. Whilst not always directly mentioned, the school is confident that PSHE and the supporting learning are contributing to both the relationships within the school and a school culture where these behaviours and qualities can become true.

The Headteacher commented that the pupils went to great lengths to ensure that inspectors saw aspects of the school's life that they felt were important for inspectors to see. The school's commitment to pupil voice through an active school council, with strong and regular links to the school's governing body, helps pupils to feel a genuine ownership and responsibility for their school.

We asked the school to identify where they believed their commitment to PSHE education had contributed to being judged outstanding. They identified the following extracts from their inspection report:

The achievement of pupils

- *Pupils who are supported by the pupil premium get extra help and guidance from teaching assistants, have opportunities to speak to a highly-trained teaching assistant about their emotional well-being, and get additional teaching in the areas where they particularly need it. As a result, they make similarly rapid progress to other pupils in the school in English and mathematics.*

The behaviour and safety of pupils

- *In lessons, pupils are highly cooperative with the adults and each other, showing a mature insight into their own responsibilities that enables great learning to take place.*
- *They regularly give each other thoughtful feedback, and listen carefully to each other's contributions.*
- *Around school and when on trips or visits, pupils are very polite, aware of each other's needs, and respectful of the rights of others. They willingly help others to sort out any issues, or make sure that everyone is involved in games on the playground.*
- *Pupils say that bullying is very rare in their school; they do not recall it happening. They say that if anyone falls out with a friend, they have a number of ways of sorting it out, only needing the help of adults occasionally. They know that any racism will be challenged and will not tolerate it themselves. They feel that the school does a lot to make sure every pupil has equal opportunities and they help to make sure all pupils feel included.*
- *Good training opportunities mean that pupils are confident about how to keep themselves safe in different situations, including around water, on the roads, and when using the internet.*

The quality of leadership and management

- *Strategies to develop the independence of pupils, so that they take more responsibility for their learning, have been carefully considered. Extensive training has ensured that all adults and parents very clearly understand the school's approach. Pupils readily think about how they can be resilient, resourceful, and reflect on their learning. Pupils also consider how they can work together to make their learning effective.*
- *Procedures for keeping pupils safe are very thorough and all adults receive frequent training to make sure they are well aware of their responsibilities in this respect. Support for pupils' mental health is excellent and pupils feel they can easily talk to the specially trained adults, or their teachers, if they feel worried about anything. The*

emphasis on emotional well-being means that pupils are encouraged and supported to resolve their own problems.

- *The local authority uses the school as an exemplar in leading anti-bullying workshops, the use of the outdoor environment to promote learning, and developing outstanding teaching.*

We would like to thank all the staff and students at St Margaret Clitherow Roman Catholic Primary School for making us welcome and giving us a valuable insight into their PSHE education programme.

PSHE ASSOCIATION CASE STUDIES SERIES

WORCESTERS PRIMARY SCHOOL

Area: Enfield London

School website: <http://www.worcesters.enfield.sch.uk>

Date published: January 2015

School context

Worcesters Primary School is located in Enfield and is a local authority school. The school is a larger than average primary school with 531 pupils on roll. According to Ofsted, the proportion of pupils known to be eligible for the pupil premium is above average. The proportion of disabled pupils and those with special educational needs is below average. 67% of pupils are from a wide range of minority ethnic backgrounds and the proportion of pupils who speak English as an additional language is high compared to similar schools.

Two inspections ago the school had been given notice to improve. Under new leadership the school has rapidly risen to outstanding. In its most recent Ofsted inspection Worcesters Primary School was judged 'outstanding' in all key judgements. The report stated:

'Teachers and teaching assistants plan and teach collaboratively and inspire pupils to enjoy learning and to develop excellent personal skills.'

'Pupils develop independence and confidence in their extremely well-organised and vibrant classrooms. Behaviour of pupils is exemplary. They feel happy, safe and very proud of their school.'

'The school motto, 'Be the best you can be', filters across all the topics that pupils learn about and is very central to developing pupils' spiritual, moral and cultural awareness.'

Perspective of the Head/Senior Leader Team

The school's Headteacher places the personal, social and emotional development of pupils at the centre of the school's curriculum. There is a consistent approach led by the headteacher and total commitment by the staff to create the most supportive learning culture throughout the school. The taught PSHE programme is a critical part of establishing and maintaining this culture.

The Headteacher, the school's PSHE coordinator and the school's Healthy Schools lead commented:

'The schools overall aim is 'That every child will be the best that they can be'. The PSHE programme and school's overall ethos aim to give all children the skills that they need to achieve their best and to prepare them for their future. We encourage children to aim high in their future ambitions but also to develop realistic steps to achieve their goals.'

'Consistency across all staff and across all areas is really important. This was noticed by Ofsted as well. All staff promote the same message ('be the best you can be'), and this is our school motto and ethos, instead of it being contained within discrete PSHE lessons only.'

'Inspirational guest speakers also promote 'be the best you can be' and demonstrate our key values of resilience, self-awareness and self-responsibility. The children had been incredibly motivated by a recent inspirational speaker who visited the school encouraging them to reach for their goals and to persevere through any obstacles by working hard.'

We target parents for key skills as well. Our Parent Support Advisor runs coffee mornings to target parents identified as needing support on topics such as using rewards and consequences at home, social skills and manners.'

Our skills-based curriculum develops children's spiritual, moral and cultural development across the curriculum. Ofsted also praised this:

"Teachers teach a range of topics which promote the development of pupils' spiritual, moral, social and cultural learning. As a result, pupils have a very good understanding of how to reflect on and empathise with other cultures and talk about events within Britain and around the world.

Our PSHE curriculum is not prescriptive. Teachers are given guidelines of what to teach each term, along with a list of suggested learning objectives. They then follow this as they see appropriate for their class and choose the learning objectives that meet the needs of the class. This supports teachers in directing them to areas that they need to cover but also leaves them free to use their professional judgement to target the specific needs of their class."

Why we feel PSHE is outstanding in this school

The strength of this school's planned, developmental PSHE programme of between thirty minutes and one hour a week is being constantly enriched by flexible additional learning provided by class teachers. This is steered by both school data and their own observations.

The school motto, 'Be the best you can be' is not just a simple 'slogan': it can be witnessed throughout the school (for example in displays), and drives both teaching and learning and the curriculum. Class teachers teach the discrete PSHE lessons, but all members of staff encourage children to be the best that they can be and promote high expectations of pupil behaviour. Class teachers plan for PSHE, as with other subjects. The PSHE Coordinator has a review day once a year for PSHE.

The PSHE programme is further supported by the 'Be the best you can be' programme, part of the 21st Century Legacy (<http://www.21stcenturylegacy.com>). This programme supports pupils to explore their aspirations and recognise how learning throughout the academic and pastoral curriculum is relevant to them.

The planned PSHE education programme draws from a variety of resources including teaching material from the 'Be the best you can be' programme, SEAL, the PSHE Association programme of study and other resources.

A curriculum map is sent home once a term to inform parents about what children are learning in all subjects, and PSHE is included in this. At parents' evenings and on school reports, children's behaviour and attitude to learning are included and this draws on assessment in PSHE education. For sex and relationship education, parents are invited to come into school to watch the videos that will be shown to children, and to ask questions about what they will be learning.

Children with additional needs in PSHE are identified: for example pupils lacking in confidence will receive additional interventions from the school's drama specialist.

Children's learning in the discrete PSHE programme, combined with their personal and social development is subject to constant monitoring and assessment. The coordinator describes this process below:

'We mainly use formative assessment to inform planning and support. Based on a teacher's assessment of their class, they will change the planning as necessary. In EYFS, self-confidence is tracked.'

'During learning walks, children's attitudes to learning are monitored. During pupil progress meetings, class teachers and SLT also discuss any children causing concern with their behaviour, social skills or emotional development and the impact this is having on their attainment and progress in core subjects.'

'Looking at attendance also assesses the impact of our PSHE education programme. This is 94.5%, which is in line the national average.'

The school constantly evaluates the impact both of the PSHE programme and the wider supporting work that contributes to pupils' personal and social development. There is a yearly 'PSHE Review Day' giving staff an opportunity to work with the coordinator reflecting on the year and forward planning. During the year pupils' work-books, and teachers planning are monitored, learning walks, staff and pupil questionnaires are all undertaken to quality assure the PSHE programme.

The coordinator reported that in the most recent review all pupils interviewed said that they enjoyed PSHE and understood that it was learning about feelings and preparing for the future. Pupils could all identify how PSHE education helped them in other areas of their lives, particularly referring to learning skills that helped them to interact with other children on the playground. Older children were also able to talk about PSHE learning that they had done beyond PSHE lessons. For example, pupils could recognise how work they had undertaken with the school's drama teacher had enriched their learning in PSHE education.

When asked why they thought PSHE was important pupils said:

- *'You learn not to fight back and how to play together nicely.'*
- *'It helps you to make friends.'*
- *'It teaches me how to be in life.'*

How PSHE contributed to the success in the Ofsted inspection

We asked how the school believed PSHE education had contributed to being judged an outstanding school. They replied:

'PSHE is key to the school's outstanding behaviour and safeguarding. The consistent application of the school's ethos 'Be the best you can be' across the curriculum, not just during discrete PSHE lessons, is vital here to encourage children to always work to their very best. Evidence comes from the children's attainment and behaviour. We have low incidences of bullying. Staff report all bullying, racial and homophobic incidences to SLT and these incidences are all recorded.'

Whilst Ofsted did not make specific reference to PSHE education, the school believes that the subject significantly contributed to the following judgements:

Behaviour and safety of pupils

- *The behaviour of all pupils in the school is exemplary. They are polite and considerate and have very good relationships with other pupils and their teachers. Pupils attend school regularly and are punctual.*
- *Pupils know how to keep themselves safe from bullying and understand about the different forms bullying might take. They treat each other with respect. They apply principles of e-safety when using computers and know how to keep healthy.*

The quality of leadership and management

- *Teachers teach a range of topics which promote the development of pupils' spiritual, moral, social, and cultural learning. As a result, pupils have a very good understanding of how to reflect on and empathise with other cultures and talk about events within Britain and around the world.*
- *Pupils gain an excellent understanding of spiritual, moral, social and cultural issues through their lessons. They learn about all major religions and cultures, and how to develop themselves to achieve their potential.*

We would like to thank all the staff and students at Worcesters Primary School for making us welcome and giving us a valuable insight into their PSHE education programme.

PSHE ASSOCIATION CASE STUDIES SERIES

HURWORTH SCHOOL

Area: Darlington

School website: <http://www.hurworthschool.org.uk>

Date published: January 2015

School context

Hurworth School is a smaller than average secondary academy located in Darlington, currently with 683 pupils on role (October 2014). The school's deprivation index score is below the national average and attainment on entry is above the national average. The school hosts the LEA's Secondary Autism Provision and co-ordinates and provides Social Communication Outreach services.

In their most recent inspection Hurworth School were judged 'outstanding' in every key judgement. This school is robust in monitoring the quality of learning in PSHE education, using data to focus their programme, having robust assessment arrangements and collecting evidence of impact. This should ensure the PSHE education programme can play a part in ensuring the school is in a strong position for any forthcoming inspection

Perspective of the Head/Senior Leader Team

Why does the school believe PSHE education is important?

'The school's motto is 'Achieving Excellence With Care'. We believe that PSHE education is a hugely important department within the school and recognise the key role it plays in promoting positive behaviour across the school. The department works closely with the pastoral team to respond to needs as they arise. We take part in the Darlington Social Norms survey every September and use the results to assess the content of our PSHE curriculum. Our message to our students is that we aim to equip them with skills, experiences and knowledge that best prepares them for life after school. We aim to deliver a 'curriculum for life' which educates the whole child equipped not just with academic qualifications but with coping strategies to become healthy and successful young adults.'

How does PSHE education contribute to the schools overall effectiveness?

'PSHE plays a unique role in the education we offer our students. It enables students to develop life skills and make cross curricular links that other subjects cannot. We aim to ensure that students have the skills and knowledge to be resilient, healthy and happy in their lives during the years they are with us and after they have left us. Incidents of bullying and threatening behaviour are low (evidenced by the schools bullying logs) and student perception of behaviour is good. Staff readily give up their time to work with students outside the classroom on numerous school visits and trips and supporting workshops on 'off-timetable' days and additional classes. This would not be possible without strong and positive relationships.

The extra-curricular activities run by the PSHE education department and by the pastoral team ensure that no child is left behind. We use student-led data and pastoral logs to ensure that our curriculum and extra activities address the ever changing needs of our students. There is a wide pool of expertise in the teaching staff, support staff and pastoral team and we utilise this to ensure that our 'curriculum for life' is fit for purpose.'

Why we feel PSHE is outstanding in this school

Hurworth School provides a comprehensive, developmental PSHE education programme, taught by twenty five tutors and an experienced and committed PSHE education coordinator. The PSHE education programme is subject to robust evaluation by both senior leadership and pupils.

The expectation of outstanding teaching and learning in PSHE education is the same as that expected for all other subjects. In their 2014 analysis, the senior leadership team who undertake regular lesson observations judged the quality of teaching in PSHE education as 'good with outstanding features', using the Ofsted framework to guide their own judgements. As part of the monitoring of pupils' progress against outcomes, workbooks are also subject to regular scrutiny by the coordinator and members of SLT.

The programme is highly 'data-driven,' making use of data gathered externally from the health authority and the local authority, and internally to ensure that learning is planned and undertaken in contexts that are relevant to the pupils. Elements of the SEAL programme continue to be used, however it is integrated into the wider PSHE education programme.

The scheme of work for PSHE education is subject to review by the school's senior leadership team, there are calendared pastoral meetings to provide form tutor feedback and dedicated management time for the coordinator. This systematic approach further helps to focus the PSHE programme. This includes a large variety of additional planned learning opportunities that enrich pupils' learning in the school's planned PSHE education programme.

The programme is taught by tutors with the scheme of work, subsequent lesson plans and resources are provided by the coordinator. These are constantly monitored and reviewed by the school PSHEC coordinator and the member of the school's senior leadership team with responsibility for PSHE education. The programme has been designed 'in house' to best meet the needs of the pupils and to address issues brought up through the robust data gathering the school undertakes.

The taught PSHE education programme is also enriched by specific interventions that target pupils with additional needs. For example, the PSHE coordinator and assistant SENCo work together to provide relevant material for pupils with additional educational needs. Two examples include: 'Being Me' - a programme aimed at supporting pupils at risk of low self-esteem; and 'Go Girls' - a new initiative aimed at high achieving girls with low self-esteem (to be introduced in 2015).

There is a strong commitment to staff development in PSHE education. This is supported by the school's CPD programme being coordinated by the SLT member who line manages PSHE education. PSHE education updates are offered in twilight inset sessions, and all staff have the opportunity to complete the PSHE Association's Chartered Teacher Award. Two staff have successfully completed the National PSHE CPD programme.

There is also an optional programme of training sessions to update staff knowledge in PSHE education topics: most recent examples include self-harm and eating disorders. The coordinator liaises with other schools through attendance at local PSHE education network meetings to share practice.

Learning in PSHE education is assessed in line with the school's assessment policy and tutors assess pupils' learning in each module of the programme. Marks are collated on SIMS and are included in reports to parents.

The school strongly believes the PSHE education programme is making a significant contribution to classroom management, and relationships with pupils across the school that has been judged

internally as consistently good.

How PSHE contributed to the success in the Ofsted inspection

The last inspection was in 2008 so this section will focus on two areas: the quality of teaching and the behavior and safety of pupils, as well as the evidence the school is preparing. These will be used to support the self-evaluation that the school continues to be outstanding and the contribution of PSHE education to this.

The quality of teaching

The observation of PSHE lessons by the coordinator and members of the school's SLT can demonstrate that teaching within PSHE education is 'good with outstanding features'. Departmental observations show classroom management and relationships with pupils are consistently 'good' and that all pupils have been set aspirational targets in PSHEC education from 2013/14 onwards as part of a rolling programme.

The behaviour and safety of pupils

As part of the school's overall approach to personal development, learning is provided that covers equality awareness, personal safety, anti-bullying and the promotion of 'British Values' as defined by the DfE.

Work includes cyber bullying, neighbourhood safety, addressing racism, LGBT awareness and challenging homophobia (in partnership with Stonewall), and the role of external agents in safety and enforcement.

Work has been undertaken in raising awareness of abuse in relationships, physical assault, harassment and 'e-safety'. The school has worked closely with the Youth Offending team to help pupils understand the nature and consequences of crime.

One-to-one programmes are implemented for pupils needing individual support around their social, emotional, communication and life-skills development. Initiatives such as Go Girls and Being Me provide interventions for pupils. Critical to both of these are the assessment arrangements the school has put in place for PSHE education. This will help the school evidence the impact of their provision.

We would like to thank all the staff and students at Hurworth School for making us welcome and giving us a valuable insight into their PSHE education programme.

PSHE ASSOCIATION CASE STUDIES SERIES
THE ST CHRISTOPHER SCHOOL ACADEMY TRUST

Area: Southend-on-Sea

School website: <http://www.thestchristopherschool.co.uk>

Date published: January 2015

School

context

The St. Christopher School Academy Trust is an SEN Specialist School for Communication and Interaction with 209 pupils. Children in the primary department are aged 3-11 with a range of learning needs, including communication and interaction difficulties, cognition and learning difficulties, autism and some with social, emotional and behavioural difficulties. The school is also designated to cater where appropriate for Key Stage 3 and 4 pupils with severe autism and/or ADHD. The school also has small number of young people aged 16-19 who have Autistic Spectrum Disorders and/or ADHD.

The school was inspected under the new Ofsted framework on 5 & 6 March 2014 and was judged to be outstanding in all areas. The first sentences of the report states *“This is an exceptional school. It is special in every sense of the word”*.

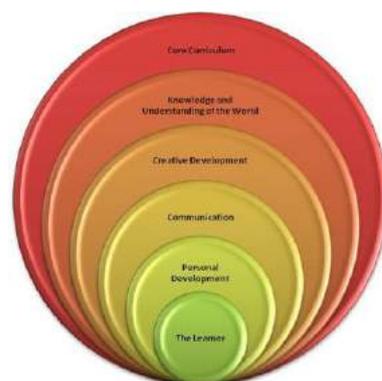
Perspective of the Head/Senior Leader Team

In the words of the Headteacher:

‘PSHE education is both central to and embedded throughout the school’s curriculum enriched by a discrete developmental taught programme. When we developed the new PSHCE guidance for the staff and learners we developed a mission statement, which we felt encompassed all we would like to achieve with our learners, staff, parents and governors alike.

We aim for young people to become confident individuals who are able to develop the skills to function and grow, enabling them to make positive and responsible decisions that keep them safe in all situations. In addition enabling them to be accepting of differences, be they cultural, ethical or circumstantial and value both themselves and others on a day to day basis.

We also still link the ‘Achievement Framework’ to our curriculum and although we recognise it is not a statutory requirement we still believe that ‘Every Child Matters’. This visual jigsaw ‘child’ (see below) is a representation of all pupils at the school. It is a figure which shows how all the teams working with a pupil piece together to make a complete pupil. Each part of the jigsaw is important and will vary in size for each child. Some pupils will need additional specialist help and have their own personalised jigsaw pieces.’



Why we feel PSHE is outstanding in this school

As a special school, pupils' personal and social development is at the core of the St Christopher's Academy Trust's curriculum. Opportunities for personal and social development are planned, monitored and assessed throughout the entire curriculum, which includes a discrete, developmental and accredited PSHE education programme. For most Key Stages at least an hour is allocated per week for discrete PSHE education but in Key Stage 4 it is often 90 minutes.

The school follows a fluid approach to the way PSHE education and citizenship are taught within each key stage and this is reviewed and revised on an annual basis as the nature of the learners' needs constantly changes.

In the early year's curriculum and key stage 1 PSHCE is addressed through circle time. The majority of the learners in this key stage will be functioning on the pre national curriculum scales between P1 - P8 and the categories within the assessment structure include; *self-help*, *PSHE* and *Citizenship*. All of the targets within the B squared assessment are broken down into small steps so learners can make progress across the key stage in small manageable steps.

At key stage 2 all groups follow the 'Equals' scheme of work (<http://equals.co.uk>) to ensure full coverage is taking place, although the order in which topics are taught is adapted across different groups. At key stage 3 the groups also follow the 'Equals' scheme of work, however at the time of our visit the coordinator is about to review this and move to the PSHE Association's headings and their recommended schemes of work.

Each key stage 3 group in the main part of the school is taught by the specialist coordinator and follows a 'topic per term' on a three year rolling plan ensuring coverage. Across the key stage there is a constant need to review and differentiate the work depending on the nature of the group and on some occasions it is necessary to split the group into two separate working models. In key stage 3 the learners also have one hour of 'life skills' per week and this ties into the ideals of PSHCE offering the learners practical opportunities to develop their independence.

Within the key stage 3 Autistic Resource Base (ARB) there is a one-hour lesson per week; however the majority of this curriculum is based around PSHE education and citizenship and is fundamental to their day-to-day curriculum.

In the spring term all key stages cover at least half a term on relationships and sex education at an appropriate level. In key stage 3 the school offers the ASDAN Sex and Relationship Education short course, delivered across 5 years and feeding into the ASDAN PSHE Short course.

At key stage 4 the learners are streamed in ability. The school has two mainstream groups, two nurture groups and one ARB group in key stage 4. The nurture groups have a more functional curriculum based within life skills, PSHE education and citizenship, including a separate one hour PSHE education and citizenship lesson per week where they are following an appropriate ASDAN scheme. The other groups follow the PSHE ASDAN short course, which is suitable for full coverage and is flexible. The key stage 4 pupils in the ARB also have a functional curriculum.

The structured programme is enriched through specific opportunities for identified groups to develop their learning in arenas such as topic weeks, drama and music workshops like 'Bully beat' and forum theatre on topics such as domestic abuse.

As the nature of learners in the school changes annually, the school does not work to a rigid scheme for PSHE. The school does use some purchased resources but these are largely adapted by the staff to meet learners' diverse needs.

Because PSHCE is a core subject, progress is monitored rigorously both through the recognised assessment tool 'B squared' and other programmes such as 'tapestry'.

Each year there is a whole school target that specifically monitors progress in PSHE education and citizenship and strives to maintain a goal of 25% of learners making above expected progress whilst allowing a margin of only 5% making below expected progress.

The coordinator oversees the progress of all learners ensuring that assessment is accurate. The school uses the CASPA charts to identify learners needing additional support, holding one-to-one meetings with the teachers to discuss how to help move these learners forward. On many occasions learners in the lower progress category have additional needs or complex learning difficulties and it is when these are identified that support can be provided through a number of different channels including one-to-one support, further differentiation or reasonable adjustments within the curriculum.

Every term the coordinator requests levelled work from each group, asking for a higher, middle and lower graded example from each class so moderation can take place. The school also organises a cross-school moderation annually to check accurate leveling across the local authority. Where individual children require a specific intervention detailed case studies track the pupils progress and the impact of the work.

The school does not make use of outside agencies to directly teach PSHCE as research within the school and feedback from parents, carers and learners indicated that pupils preferred being taught about sensitive topics by someone they were familiar with and trusted. The school does work in collaboration with a number of different agencies including CPD providers. (Recent examples include 'Show Racism the Red Card', and training from CEOP, Stonewall and Keep Safe.) The school also makes use of external agencies for enrichment activities that offer personal and social development opportunities for pupils. There is also a pastoral team of two trained counselors, an occupational therapist, four speech and language therapists and two other trained staff.

The school is committed to staff development in supporting pupils' personal and social development. Some members of staff have completed the National PSHE CPD accreditation whilst others have worked with different agencies to gain training which they can then disseminate to other staff. CPD is reviewed as part of the school's annual review of PSHCE. Throughout the year, specialists within the school deliver high quality CPD to staff.

Subject leaders have regular fortnightly meetings about the development of the PSHCE curriculum across the school. In addition to this teachers also have regular meetings with all staff who teach PSHCE across the school, both as a whole school and in Key Stages. The PSHE coordinator monitors individual teachers' planning through review of half termly plans and lesson observations.

The St Christopher School sends regular newsletters home and liaises with specific families on more sensitive issues. Parents are always made aware that sex and relationship education will be taking place and the topics that will be covered in each Key Stage. The school's Health and Wellbeing group has both parent and governor representatives.

How PSHE contributed to the success in the Ofsted inspection

It is difficult to 'extract' the specific contribution the school's planned PSHE education programme has made, as it is so integrated into the wider experiences the school is providing for pupils' personal and social development. However, the coordinator is convinced that the planned programme and the assessment and evaluation data gathered in PSHE education made a significant contribution to the Ofsted judgements below:

'The excellent personal, social and health education programme makes sure that pupils learn how to keep themselves safe physically and emotionally, as well as on the internet and when using social media sites.

The school provides excellent opportunities for pupils' spiritual, moral, social and cultural development

The behaviour of pupils is outstanding. This is because staff work together very well to manage pupils' difficult behaviour. Behaviour plans are drawn up that get to the root of why pupils behave in a certain way and help staff to deal with it effectively and consistently.

Staff help pupils to address any eating and drinking issues that stand in the way of them growing into happy, healthy young people.

The school's work to keep pupils safe and secure is outstanding. There are a high proportion of well-trained adults who work closely together to make sure that any concerns are reported to the appropriate senior leaders and acted upon.'

We would like to thank all the staff and students at St Christopher School for making us welcome and giving us a valuable insight into their PSHE education programme.

PSHE ASSOCIATION CASE STUDIES SERIES

THE BEACON CE PRIMARY SCHOOL

Area: Liverpool

School website: <http://www.beaconceprimary.co.uk>

Date published: January 2015

School context

The Beacon CE Primary School is a smaller than average maintained Church of England primary school with 252 pupils (from 2-11 year olds). Most pupils are from White British backgrounds and speak English as their first language. The proportion of pupils with special educational needs is above the national average, with pupils eligible for the pupil premium well above average.

In their most recent inspection The Beacon School was judged to be outstanding in all categories. In 2013, the school was awarded the ICT Mark, Basic Skills Quality Mark, Gold Sing-Up Award and the International Schools Award.

Perspective of the Head/Senior Leader Team

'It is intended that the PSHE education programme at The Beacon School will ensure that children 'acquire the knowledge, skills, and understanding they need to manage their lives now and in the future' (taken from the PSHE Association 2013). The school's stated aims for PSHE education are to develop children's self-awareness, knowledge, self-esteem and confidence to be able to:

- Stay as healthy as possible
- Keep themselves and others safe
- Have worthwhile and fulfilling relationships
- Respect the differences between people
- Develop independence and responsibility
- Play and active role as a member of a democratic society
- Make the most of their own and others talents.

Why we feel PSHE is outstanding in this school

This school embeds its discrete, developmental PSHE education programme, consisting of 30-minute lessons per week supplemented by circle time, into a wider curriculum and school culture that provides a broad and rich variety of planned, assessed and evaluated opportunities for all pupils' personal and social development.

The PSHE programme is coordinated by the PSHE subject lead who works closely with Liverpool Health and Wellbeing School Improvement Partners who provide local data and help the school plan a programme adapted to local priorities. The PSHE subject lead in turn provides specific lesson-planning support to class teachers. Teachers benefit from a wide range of CPD opportunities in PSHE and also have the flexibility to increase time for PSHE if they feel it is relevant. This strong relationship between the school, its local authority and wider community ensures their PSHE education programme responds to pupils' changing needs and is always relevant.

The school has very high aspirations for its pupils and this is evident both across the curriculum and in PSHE education. There is *'100% buy in'* by the staff who see PSHE as being as important as any other subject. A large variety of external agencies closely support class teachers in teaching PSHE, including the school nurse (puberty); the Roy Castle Appeal (drug and

alcohol education); Anti-Bullying Week; and the Parliamentary Education Service. Enterprise activities promote financial capability and guest speakers raise issues of race and disability.

Pupil voice is a particular strength. Years 5 and 6 experience democracy workshops every other year at the Houses of Parliament and meet and work with their local MP. The school has an active school council responsible for supporting school improvement, which works closely with the school's Governing Body and the local community through opportunities offered by local government.

Learning in PSHE is robustly assessed using pre and post learning tasks, (for example pre and post mind mapping and the use of draw and write activities). Children are involved in generating their own learning questions and evaluating their own progress. Teachers keep class records of the coverage of PSHE learning objectives and use a traffic light system to determine whether most, some, or a few pupils are secure with the planned PSHE learning outcomes.

To monitor pupils' progress, evidence including before and after mind maps, photographs of lessons, and the impact of both visits and visitors to the classroom are kept in a class 'floor book'. Assessment is supplemented through pupil interviews, questionnaires and pupil self-evaluation. PSHE provision is reviewed as part of the school's annual review of the curriculum and the PSHE subject lead monitors pupils' progress through lesson observation, scrutiny of class 'floor books' and interviews with pupils. Data is collected half-termly to evidence the impact of PSHE on behaviour and safeguarding.

How PSHE contributed to the success in the Ofsted inspection

The school firmly believes that learning within PSHE combined with strong behaviour management strategies and a clear behaviour policy improves behaviour and safeguarding.

Through their robust approach to assessment the school has gathered evidence that PSHE '*...adds much value to safeguarding e.g. reduction in e-safety incidents and increased knowledge when the school interviews pupils*'.

In the school's view, '*PSHE significantly contributes to a rich, relevant, broad and balanced curriculum and is entwined with SMSC*'. It also believes that PSHE contributes to outstanding leadership and management. In the Head's words, '*the desire to provide the best education for the children in our care is the driver for supporting the whole child*'.

The school believes PSHE education contributes to outstanding teaching and learning. Again in the Head's words, '*...strategies used in delivering outstanding lessons are transferable to lessons in PSHE*'. The school argues that PSHE education has made a significant contribution to Ofsted judgements such as these from its last inspection:

'Teachers have created a working climate where from the very beginning of every day not a moment is wasted. Relationships are strong between teachers and pupils and the many incentives teachers use encourage pupils to do their best. Pupils are very enthusiastic about their lessons.'

The school's behaviour records show that the conduct of pupils is excellent.

The school's work to keep pupils safe and secure is outstanding and 'pupils have an excellent understanding of how to stay safe on the internet.' Pupils understand the different types of bullying.'

In their inspection of the Governance of the school Ofsted stated:

'Effective training makes sure that pupils are safe in school. Governors are committed to ensuring pupils at this school have many amazing experiences that will stay with them as happy memories.'

We would like to thank all the staff and students at The Beacon CE Primary School for making us welcome and giving us a valuable insight into their PSHE education programme.

PSHE ASSOCIATION CASE STUDIES SERIES

FOREST OAK SCHOOL AND MERSTONE SCHOOL

Area: Solihull

School website: <http://www.forest-oak.solihull.sch.uk>

Date published: January 2015

School

context

Forest Oak School is a school for pupils with moderate learning difficulties in Solihull, sharing a site with Merstone School, a school for children with severe learning needs. The two federated schools share the same Principal and Governing Body.

This case study will focus on the work of Forest Oak School, an average-sized special school for pupils between the ages of four and eighteen, with a range of difficulties, but particularly pupils with behavioural, emotional and social difficulties. The vast majority of the pupils at Forest Oak are White British, with a much higher proportion of boys than girls. Almost half the pupils are eligible for the pupil premium funding and the school has a high proportion of pupils who enter and leave the school at times other than those usually expected.

In its most recent inspection, Ofsted judged the school to be outstanding in all categories: Achievement of pupils, Quality of teaching, Behaviour and safety of pupils, and Leadership and management.

Perspective of the Head/Senior Leader Team

The Head's philosophy is to provide a rich education that enables her pupils to successfully access society. She argues that regardless of their academic success, her pupils need to be able to function as citizens in the community and be able to understand and manage its complexities.

For this reason PSHE education is at the core of the school's curriculum. It is the Head's view that pupils need to be taught many of the skills that other more able children learn through modeling. For this reason Forest Oak has a discrete PSHE education programme, with elements of PSHE education integrated throughout the entire curriculum. For example, pupils develop both organisational skills and an understanding of appropriate behaviour, in order to learn how to travel independently.

Why we feel PSHE is outstanding in this school

Forest Oak adopts a primary school model, with class teachers teaching all subjects. There is a 1 hour planned programme, which integrates a combination of PSHE education and citizenship. This programme is enriched through opportunities woven throughout the pupils' entire learning experience, for their personal and social development.

The school makes use of external 'visitors to the classroom' to enrich PSHE education, which are built into the programme with pre and post visit learning. The school sees these visits as not only offering valuable input but also offering opportunities for role modeling.

Pupils have a personal statement that defines their learning goals. The children own this statement and keep a PSHE/citizenship diary to record their progress. Whilst the school has a planned programme, teachers have the flexibility to 'go with the pupils' and children can lead the learning. The school has a subject lead for PSHE education who provides ongoing support to teachers in PSHE education and is available to co-plan and co-deliver lessons, if staff feel they need additional help. Staff development in PSHE is available as part of the schools overall CPD arrangements, while the PSHE education coordinator leads in house PSHE CPD.

PSHE is included as part of both the school's performance management system and the overall objective of improving pupil access to the curriculum. Teaching staff may also have a 'social target' for their pupils, as part of their performance management review.

The PSHE programme is subject to robust scrutiny by both members of the senior leadership team and the PSHE education coordinator. Pupils have individual 'passports to learning' which are individual action plans to help identify and monitor the progress they need in order to be better learners. The PSHE programme is a central part of this process. The content of the PSHE programme is strongly 'data driven' using both 'soft and hard data' to ensure the programme is always relevant and meeting their pupils' changing needs.

The school places great emphasis on pupil voice. Pupils are able to articulate how they make a difference in their school and the school PSHE education programme aims to support pupils in that process. Pupils are involved in helping the school evaluate the PSHE education programme, especially during interviews at the end of each key stage where pupils can reflect on how useful they have found their experiences.

How PSHE contributed to the success in the Ofsted inspection

The Headteacher is convinced that the skills and improved relationship skills, provided by their planned PSHE education programme, have helped the school to be judged an outstanding school. The following Ofsted judgements reflect the commitment the school makes to PSHE education and the overall personal development of its pupils.

In its inspection of the achievement of pupils, Ofsted stated:

- *'All pupils make outstanding progress in their social, personal and physical development. This is clearly shown by the positive attitudes pupils have to the school and their learning. Pupils support each other exceptionally well and take great pride in doing the very best they can for their teachers and themselves.'*

In its inspection of the quality of teaching, the inspectors stated:

- *'A strength of teaching in Forest Oak School is the excellent relationships between the staff and pupils. This leads to pupils always wanting to do their very best for the teachers, which in turn raises their rates of progress.'*

In its inspection of behaviour and safety, Ofsted stated:

- *'The school's work to keep pupils safe and secure is outstanding.'*
- *'(Staff ensure)... that all pupils have an excellent understanding of how to stay safe and healthy. Pupils were eager to explain to inspectors how to stay safe on the internet and what they should do if they feel insecure or unsafe.'*
- *'Pupils have an excellent understanding of the various types of bullying and were very clear that on the rare occasions any occurs, teachers deal with it quickly and very effectively.'*
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We would like to thank all the staff and students at Forest Oak School for making us welcome and giving us a valuable insight into their PSHE education programme.

PSHE ASSOCIATION CASE STUDIES SERIES

ST GEORGE THE MARTYR CHURCH OF ENGLAND PRIMARY SCHOOL

Area: Camden London

School website: <http://www.stgeorge.camden.sch.uk>

Date published: January 2015

School context

St George the Martyr Church of England Primary School is an inner city school located between Holborn and Russell Square in the London Borough of Camden. It is a similar size to the average primary school and the proportion of pupils from minority ethnic groups is well above average, with the largest group of pupils from Bangladeshi heritage.

The proportion of disabled pupils and those who have special educational needs supported through school action is below average but the proportion supported at school action plus or with a statement of special educational needs is above average. The proportion of pupils supported by pupil premium funding is almost double the national average.

Ofsted judged the school 'outstanding' in its most recent inspection undertaken in December 2013, deeming the achievement of pupils, quality of teaching, behaviour and safety of pupils, and leadership and management, to all be outstanding.

In its report, Ofsted described the school as: *"a very special place to be."*

Perspective of the Head/Senior Leader Team

At St George the Martyr School, the taught PSHE programme, combined with RE, is set in a school culture that is underpinned by a strong set of set of core values and is considered to be a key component in maintaining the school's ethos. This is articulated by the Executive Head Teacher on the school website:

'St George the Martyr's motto 'Go Shine in the World' is at the heart of everything we do at school. We aim to provide a caring, stable and intellectually and creatively stimulating environment where all children can develop to their full and individual potential. We are incredibly proud of our approach to raising achievement in all aspects of the curriculum, through developing self-confidence, motivation, self-reliance, creativity and co-operation in all we do.'

Why we feel PSHE is outstanding in this school

St George the Martyr's developmental PSHE provision is a key part of the school's approach to realising its overall school aims. The school can clearly identify this contribution in its development plan as there are clear expectations for the PSHE education programme, broken down into learning objectives and outcomes. These are then monitored through robust assessment, scrutiny of pupils' work, and lesson observations undertaken by both the PSHE education coordinator and members of the school's senior leadership team.

Priorities for developments in PSHE education are clearly identifiable in the school improvement plan. The school's curriculum is built around 'Christian values' and these provide a values framework for the PSHE education programme. Although integrated with RE there are clearly defined PSHE education learning objectives and outcomes. There is a one hour discrete, timetabled PSHE lesson per week, however staff have the flexibility to adapt their programme to reflect their pupil's needs.

The school's PSHE education programme has been developed in-house by the coordinator and is strongly data driven, combining local authority data to identify community priorities and school-based data such as the school's behaviour log. This strong connection between the curriculum and pupil data and assessment, is helping the school to evidence the impact of any interventions and to constantly evaluate the PSHE programme.

The programme breaks the year into half-termly 'blocks' each with a different focus or theme, however there is an overarching framework of four consistent themes or concepts: self-awareness, citizenship, healthy and safe, and respect and relationships. Although the half termly themes may cover different topics, the contribution being made to each of the overarching themes is clearly identified in the school's scheme of work. Teachers are given a clear assessment framework that identifies what the school expects pupils to know and be able to demonstrate by the end of each year.

The clarity of the PSHE framework and the expectations of the programme, allow teachers to be flexible, knowing that they can steer learning back to the programme, if in the short term they need to follow the learners' interests and immediate needs. At the end of each topic pupils are given key questions to help them to reflect on their own learning, which is combined with teacher assessment.

The taught programme is enriched through immersion days where topics or issues can be explored in depth. Critically these enrich rather than replace the planned programme, through which both pre and post learning is provided.

The coordinator provides in-house training for staff on the teaching of sensitive issues and this is supported through in-service provision offered by the Local Authority, with which the school works closely.

There are strong links between the school and parents and this transparent relationship enables the PSHE coordinator to ensure that parents are fully informed and supportive of the school's approach to PSHE education, and in particular SRE.

The school reports progress and developments in PSHE education to Governors, as part of the school's accounting system. There are also strong links between the school council and the school's governing body including regular meetings.

How PSHE contributed to the success in the Ofsted inspection

Although in the most recent inspection Ofsted did not comment explicitly on PSHE education, the school believes that their programme, and the assessment data it generates, made a significant contribution to providing evidence that led to the following judgements:

Behaviour and safety

- *Parents, pupils and staff all agree that behaviour is strong and that pupils are safe in school. Bullying is rare, but pupils have a very good understanding of most types of bullying that exist, particularly cyber bullying, where an effective e-safety programme means pupils are able to stay safe when using computers. The 'playground friends' scheme ensures that all pupils are safe and play together during break and lunchtimes, meaning no child feels lonely or uncared for. This is one of the reasons why pupils enjoy playtimes so much.*
- *The school is an exceptionally caring and cohesive community where pupils' needs are paramount. All pupils and staff are valued and made to feel special, and high quality relationships are fostered. Equal opportunities and tackling discrimination are at the heart of the school's work and are promoted exceptionally well.*

- *Pupils value backgrounds and cultures other than their own.*

Leadership and management

- *The school promotes pupils' spiritual, moral, social and cultural development very well, evident in how well pupils get on with each other, irrespective of background and how well they work together in pairs, groups and teams.*

We would like to thank all the staff and students at St George the Martyr Church of England Primary School for making us welcome and giving us a valuable insight into their PSHE education programme.