

PSHE Association Case Study Series: The Beacon CE Primary School

Area: Liverpool

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

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The School's 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.

The perspective of the Head/ senior leadership 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 the 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 contributes to Ofsted achievement

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 Beacon CE Primary School for making us welcome and giving us a valuable insight into their PSHE education programme.