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Ms W Cooper  
Headteacher  
Charles Edward Brooke School  
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Dear Ms Cooper

**Ofsted 2010–11 subject survey inspection programme: personal, social, health and economic (PSHE) education**

Thank you for your hospitality and cooperation, and that of the staff and students, during my visit on 8 and 9 March 2011 to look at work in PSHE education.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements included: interviews with staff and students; scrutiny of relevant documentation; analysis of students' work; and observation of four lessons, the activities in the flexible learning day and an assembly.

The overall effectiveness of PSHE education is good.

**Achievement in PSHE education**

Achievement in PSHE education is good.

- Students, including those with special educational needs and/or disabilities, make good progress developing their personal and social skills as they move through the school. Older students are confident, self-assured and empowered to discuss sensitive issues. They readily take on responsibility for supporting younger students and act as good role models. Behaviour is generally good but students get restless and impatient in lessons where the pace of learning is too slow.
- Students have good knowledge and understanding of the different food groups that contribute to a balanced and healthy diet, and why some

foods should be restricted. They have worked together to make a film and produce leaflets about healthy eating. They know the benefits of exercise for physical and mental health. A high proportion take part in the range of physical activities provided for them including dance and sports clubs.

- All the students spoken to said they feel safe in school and they all have a range of adults in school they would go to for help and advice. They know about the different forms of bullying including cyber, sexist and racist bullying. Older students are well aware of the dangers of homophobic bullying.
- Students have good knowledge and understanding about the physical and social effects of drug and alcohol misuse. By the time they reach Year 11, students have a mature understanding of sex and relationships and can discuss these issues sensitively.
- Students make good progress in developing their enterprise skills and knowledge of personal finances.
- Students are well prepared for their next stage of education. They go on valuable work-experience, receive impartial careers advice and all have a personal interview with the Connexions careers adviser.

### **Quality of teaching in PSHE education**

The quality of teaching in PSHE education is good.

- The quality of teaching varies; the best teaching seen was in lessons where PSHE education was being taught through other subjects such as science and hospitality and catering. In these lessons, the work is meticulously planned, excellent use is made of information and communication technology (ICT) and students are fully engaged in independent learning.
- In weaker lessons, discipline is not secure resulting in some low-level disruption, and the pace of learning is too slow.
- There is little formal assessment of students' progress in PSHE education as a discrete subject.

### **Quality of the curriculum in PSHE education**

The quality of the curriculum in PSHE education is good.

- PSHE education is embedded throughout the curriculum and PSHE skills and values are developed through all subjects. This is evident in the striking wall displays, some of which challenge a range of stereotypes. Discrete PSHE education is supplemented by regular flexible learning days on topics such as healthy eating and economic well-being.
- The individual needs of the students, who come from a wide range of backgrounds, are met well and all are included. For example, in an outstanding science lesson the groups were carefully chosen to include all levels of ability and the resources used reflected the diverse nature of the school's population.

- The Healthy Schools Award has had a positive impact in raising students' understanding of healthy lifestyles including mental and emotional well-being.
- External agencies, such as the school nurse, the Connexions service and the Peabody Trust, are used in an outstanding way to provide high-quality services for students. For example, a before-school Smoothie club has been set up with two external nutritionists who help students to make their own healthy drinks.
- The wide range of enrichment and extra-curricular activities gives students outstanding opportunities to apply and practise their personal and social skills. For example, a student from the school council has been elected as the representative from Lambeth to the UK National Parliament.
- The school's specialist status in media arts and music is used very well to develop PSHE education across the school but drama, dance and media are not used often enough in discrete PSHE lessons.

### **Effectiveness of leadership and management in PSHE education**

Leadership and management in PSHE education are satisfactory.

- The acting PSHE coordinator has been in post since September 2010. She has rewritten schemes of work and planning and is well supported by senior leaders and the local authority.
- PSHE lessons are observed and monitored but this process does not place sufficient emphasis on the quality of learning taking place in lessons.
- No specific training for PSHE education has taken place for a number of years.

### **Areas for improvement, which we discussed, include:**

- improving the quality of the monitoring of PSHE lessons by examining more closely the learning that is taking place
- using the end of key stage statements for PSHE to introduce formal monitoring and assessment of students' progress.

I hope that these observations are useful as you continue to develop PSHE education in the school.

As I explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. Except in the case of academies, a copy of this letter is also being sent to your local authority.

Yours sincerely

**Margaret Jones**  
**Her Majesty's Inspector**