

Aviation House
125 Kingsway
London
WC2B 6SE

T 0300 123 1231
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



8 June 2011

Mrs V Orloff
Headteacher
Michael Sobell Sinai School
Shakespeare Drive
Kenton
Harrow
HA3 9UD

Dear Mrs Orloff

Ofsted 2011–12 subject survey inspection programme: personal, social, and health education (PSHE)

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 23 May 2011 to look at work in PSHE.

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

The evidence used to inform the judgements included: interviews with staff and Year 6 pupils; scrutiny of relevant documentation; analysis of pupils' work; and observation of four lessons and an assembly.

The overall effectiveness of PSHE is good.

Achievement in PSHE

Achievement in PSHE is good.

- Pupils have an excellent understanding of what constitutes a healthy diet. They understand which foods to eat and which to avoid and the reasons for these choices.
- Pupils understand the importance of regular exercise for their physical and mental health. A high proportion of pupils takes up the many opportunities for sport provided in school.
- Pupils have an excellent understanding of how to assess and reduce risk to keep themselves safe both in and outside school. They know how to keep safe on the internet and have strategies to help them resist peer pressure.
- Pupils are confident to talk to adults if they have a problem and understand why bullying is wrong and how to prevent it.

- Pupils' understanding of sex and relationships is very limited. They have an age-related understanding of the misuse of substances, such as alcohol and tobacco.
- The wide range of opportunities for fundraising and special events helps pupils to develop financial awareness. They demonstrate great understanding of others' needs.
- Pupils' personal development is exceptional. They are confident and very articulate. They are supportive of one another and work cooperatively. Links with neighbouring schools, developed through the school council, have encouraged them to find out about and appreciate other cultures and religions.

Quality of teaching of PSHE

The quality of teaching of PSHE is good.

- Teachers show good subject knowledge. Relationships in lesson are very positive and pupils feel confident to contribute and ask questions. They are aware of what they are learning and are given the opportunity check their understanding with one another.
- Lessons are well planned and allow all pupils to make progress. Opportunities are provided for pupils to discuss their work with one another.
- High levels of care, support and guidance contribute to pupils' achievement. Teaching assistants are used effectively to support those who find learning more difficult.
- Pupils' progress is assessed in lessons where there is content that is linked to another subject, but there is otherwise no formal system of assessment for PSHE.

Quality of the curriculum in PSHE

The quality of the curriculum in PSHE is good.

- The PSHE curriculum is embedded across the whole school through discrete lessons, assemblies, cross-curricular themes and special events, such as visits from the police and a theatre company. Schemes of work are in place but do not show clear progression to ensure full coverage of the curriculum throughout Key Stage 2.
- A very wide range of extra-curricular activities supports the curriculum well and makes learning more interesting.
- Well-targeted support for pupils whose circumstances make them more vulnerable gives them confidence and enables them to be fully involved in all the same activities as their peers, particularly in being able to take responsibility.

Effectiveness of leadership and management in PSHE

The effectiveness of leadership and management of PSHE is good.

- PSHE has a high priority for the school's leaders and is well supported by the school's religious principles and values. The senior leader with responsibility for PSHE is well informed about current developments in the subject.
- The development of pupils' personal skills is well embedded in the school's ethos. A strong focus on including all pupils is evident in the way in which provision is organised and in the very effective support for individuals.
- The school's self-evaluation is accurate. Systems for monitoring and evaluating the quality of the school's provision are thorough and lead to regular improvements. Action planning is thorough and well targeted.

Areas for improvement, which we discussed, include:

- ensuring that there is clear progression in all PSHE education topics throughout Key stage 2
- developing more robust systems for monitoring and assessing pupils' progress in PSHE education.

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

Mary Massey
Her Majesty's Inspector