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Miss E Williams
Headteacher
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Dear Miss Williams

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 14 June 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 pupils; scrutiny of relevant documentation; analysis of pupils' work; and observation of four lessons and one class assembly.

The overall effectiveness of PSHE is good.

Achievement in PSHE

Achievement in PSHE is good.

- Pupils have an excellent understanding of what is meant by a balanced diet and of different food groups.
- They recognise the importance of regular exercise and keeping fit. Many put this into practice and enjoy the 'Wake Up/Shake Up' club and 'Bike It' initiative.
- Pupils demonstrate an excellent knowledge of how to keep themselves safe in a variety of situations. For example, they have strategies to deal with stranger danger and a fire plan for their homes.
- Pupils show a good level of knowledge about the effects of drugs, alcohol and tobacco on their bodies.

- Pupils have good understanding of bullying and emotions. They develop many strategies to resist peer-group pressure.
- Pupils have a satisfactory knowledge of a range of different jobs and how to manage money.
- Pupils' personal development is good. They have many opportunities to take on leadership activities and work collaboratively in teams. Pupils develop good social skills, are able to express their ideas and show respect for others' feelings.

Quality of teaching in PSHE

The quality of teaching in PSHE is good.

- Teachers prepare thoroughly for lessons. They demonstrate good subject knowledge, and have high levels of enthusiasm and confidence.
- Very good relationships are established in lessons. Teachers manage behaviour well so that all pupils enjoy learning. In a Year 6 lesson, circle time was managed exceptionally well so that pupils considered others' feelings and wrote some perceptive comments about others in the class.
- Information and communication technology and a wide range of high-quality resources are used well to stimulate and enhance learning.
- Teachers start lessons crisply and provide well-focused introductions to set the scene so that pupils clearly understand the learning objectives. Lessons finish with a strong focus on reviewing what pupils have learnt.
- In lessons, there are examples of well-structured group work, with clear roles and tasks assigned to pupils, leading to good independent working. Good use is made of probing questioning, getting pupils to explain answers or decisions further.
- The work in PSHE lessons is not always matched well to the needs of more able pupils. Therefore, tasks lack challenge and do not move on pupils at a quicker pace.
- Assessment is developing well and includes a more formal approach to monitoring pupils' progress in PSHE.

Quality of the curriculum in PSHE

The quality of the curriculum in PSHE is good.

- The curriculum is broad and consists of a range of enriching opportunities within and beyond the formal curriculum. PSHE is well mapped out.
- Projects, such as Black History week, have been exciting and fun, with a variety of engaging activities for the pupils.
- The school has achieved the Healthy Schools award which has made a valuable contribution to pupils' views towards health lifestyles. It has provided engaging opportunities, such as gardening club and encouraging more pupils to bike to school.

- Good use is made of external agencies and specialists to enhance the curriculum and make learning more interesting and fun. Examples include the police, fire brigade and 'Life Caravan'.
- The social and emotional aspects of learning (SEAL) initiative is very well incorporated into the work of the school. This is reflected in the pupils' positive relationships with each other and good emotional well-being.
- Economic well-being is covered adequately.
- The curriculum meets the needs of pupils whose circumstances have potentially made them vulnerable through targeted support and resources.

Effectiveness of leadership and management in PSHE

The effectiveness of leadership and management in PSHE is good.

- PSHE is given high prominence in the school with a strong focus on personal and emotional development.
- The PSHE coordinator is committed and well informed, and has an accurate overview of the subject. Action planning is sharply focused to bring about further improvements.
- Monitoring and evaluation are effective so that provision is kept under review, therefore leading to an improvement in pupils' outcomes. However, lessons are not monitored formally.

Areas for improvement, which we discussed, include:

- ensuring that activities and tasks in lessons are challenging for more able pupils so that they make faster progress
- developing planning on managing money and the range of different jobs that people undertake.

I hope that these observations are useful as you continue to develop PSHE 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

Davinder Dosanjh
Her Majesty's Inspector