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Mrs J Hughes
Headteacher
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Dear Mrs Hughes

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 4 October 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 two lessons and one assembly.

The overall effectiveness of PSHE is satisfactory.

Achievement in PSHE

Achievement in PSHE is satisfactory.

- Pupils have a good understanding of what is meant by a balanced diet and of different food groups.
- They understand the meaning of being physically healthy and the importance of exercise. They put this into practice by doing 'wake and shake' most mornings and eating healthy snacks at break times.
- Pupils demonstrate a good knowledge of how to stay safe and minimise risk. For example, they are well informed about e-safety and keeping safe with electricity.
- Pupils have a good awareness about bullying; they understand the different forms it can take.

- Pupils' personal development is good. Older pupils are confident and articulate and are able to work independently. Pupils are able to express their own views and consider those of others.
- Pupils' awareness about the different types of drugs is patchy.
- Pupils' knowledge about body changes and how friendships change when they reach puberty are not developed sufficiently well.
- Pupils' knowledge about how to manage money and their understanding of different jobs are not sufficiently extended.

Quality of teaching in PSHE

The quality of teaching in PSHE is satisfactory.

- Relationships between teachers and pupils are positive.
- Teachers have strong subject knowledge and ask probing questions in lessons to extend pupils' learning.
- Activities in lessons are interesting so most pupils are engaged and want to learn. However, despite the engaging tasks, pupils spend too long on some tasks so they become restless at times.
- The work is not always matched sufficiently well to varied abilities, so some are not fully challenged, while others need clear guidance.
- Assessment is at an early stage of development; there is not enough information to show how well pupils are progressing.

Quality of the curriculum in PSHE

The quality of the curriculum in PSHE is satisfactory.

- The curriculum is not fully mapped to ensure that PSHE is covered effectively as a discrete subject and through cross-curricular opportunities. This results in gaps in pupils' knowledge.
- Recent plans show a more structured overview which is now in place for 2011/12.
- Pupils have too few opportunities to develop money management skills.
- A good range of extra-curricular activities includes a residential, sports clubs and opportunities to contribute to the wider community.
- Assemblies make a good contribution to the subject and to personal development including leadership and presentation skills.
- Best use is made of outside space to enhance learning. The gardening club is a real success with prizes being awarded in local horticulture shows.

Effectiveness of leadership and management in PSHE

The effectiveness of leadership and management in PSHE is satisfactory.

- You have taken responsibility for PSHE and raised the profile of the subject. You have introduced rigour into planning and ensured that key policies are in place.
- You have a good understanding of the strengths and weaknesses and how to improve PSHE provision. Well-targeted plans are in place to improve the situation after six years of turbulence and six successive headteachers.

Areas for improvement, which we discussed, include:

- reviewing the curriculum to extend pupils' knowledge about body changes, and how friendships change when they reach puberty, drugs education and managing money
- implementing the systems now developed for assessing pupils' progress in PSHE
- ensuring that lessons meet the needs of individual pupils and, where appropriate, those who need to, are moved quickly on to the next task.

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

As 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. A copy of this letter is also being sent to your local authority.

Yours sincerely

Davinder Dosanjh
Her Majesty's Inspector