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Mrs O'Connor
Headteacher
Christ Church Upper Armley Church of England
Voluntary Controlled Primary School
Theaker Lane
Leeds
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Dear Mrs O'Connor

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 31 January 2012 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 parts of four lessons and an assembly.

The overall effectiveness of PSHE is satisfactory.

Achievement in PSHE

Achievement in PSHE is satisfactory.

- Pupils are making satisfactory progress overall in developing their understanding of health and safety issues, including the dangers associated with substance misuse. They also engage enthusiastically in sport and extra-curricular activities to enhance their fitness.
- Pupils understand well the effects of bullying on emotional well-being including the negative impact of different types of bullying. They particularly have strong awareness of racist bullying as a result of effective work for the Stephen Lawrence award.

- They are able to discuss their views confidently and constructively using information and communication technology. For example, a display of pupils' work showed well written arguments on whether or not graffiti should be banned.
- Pupils are able to name body parts correctly and identify some changes that may be experienced between childhood and adulthood. However, older pupils are largely unprepared for the physical and emotional changes experienced during puberty.
- Pupils know who to go to for advice when they have concerns about their physical and emotional health. For example, the school's pupil development centre, school nurse and class-based worry boxes are used well and appreciated by pupils.
- While older pupils have some knowledge and experience of using a budget, financial awareness and capability are limited and preparation for understanding the world of work is underdeveloped.

Quality of teaching in PSHE education

The quality of teaching in PSHE is satisfactory.

- The best lessons are well planned with appropriate lesson objectives and good discussions are a regular feature. Due to positive relationships with teachers and each other, pupils work well in pairs and in groups. However, teachers do not always sensitively deal with issues to ensure emotional safety for all pupils in the class.
- Teachers do not formally identify attainment and progress in PSHE and rarely provide feedback to pupils on how to improve their work.

Quality of the curriculum in PSHE

The quality of the curriculum in PSHE is satisfactory.

- The programme is broadly matched to pupils' needs and some planning is informed by local health issues. However, the curriculum does not consistently ensure continuity, opportunities for progression or entitlement across the key stages.
- External contributions, such as from D:Side, provide appropriate opportunities for pupils to enhance their awareness of drugs and health issues. However, the evaluation of the impact of external links on developing pupils' knowledge and understanding is limited.

Effectiveness of leadership and management in PSHE

The effectiveness of leadership and management in PSHE is satisfactory.

- Leaders and managers have ensured that strategies are in place to promote inclusion and tackle discrimination including prejudiced-based

bullying. Effective links exist with partner agencies to support the personal and social development of pupils with special educational needs and/or disabilities and those whose circumstances make them vulnerable.

- While opportunities for professional development are in place, the impact on self-evaluation, the monitoring of teaching and learning, and the monitoring of pupils' progress is limited.

Areas for improvement, which we discussed, include:

- ensuring that rigorous systems are in place to monitor the effectiveness of teaching and its impact on pupils' learning
- ensuring that the curriculum develops pupils' knowledge of sex and relationships education, managing money and the world of work
- improving subject-specific training for teachers particularly in the teaching of sensitive issues.

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

Clarice Nelson-Rowe
Additional Inspector