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Headteacher
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Dear Mrs Jones

Ofsted 2012–13 subject survey inspection programme: personal, social, health and economic education (PSHE)

Thank you for your hospitality and cooperation, and that of your staff and pupils, during my visit on 23 April 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 four lessons and one assembly.

The overall effectiveness of PSHE is satisfactory.

Achievement in PSHE

Achievement in PSHE is satisfactory.

- Pupils show some level of independence and this increases as children get older. They are able to communicate their views with confidence and listen well to the views of others. They make a good contribution in school, for example, as prefects, peer tutors, house captains and laptop monitors, developing responsibility and leadership skills.
- Pupils have a detailed understanding of how to lead a healthy lifestyle. They recognise the importance of a balanced diet and understand the role that exercise plays in maintaining physical health. The Life Caravan is effective in ensuring that pupils learn about the dangers of smoking, alcohol and drugs and the impact on the body.

- Pupils' understanding of the physical and emotional aspects of sex and relationships education is satisfactory and appropriate to their age.
- Pupils' understand well the effects of bullying on emotional well-being, including the negative impact of racist and disablist language.
- Pupils' are making satisfactory progress overall in developing their understanding and skills in relation to enterprise, money management and the world of work.

Quality of teaching in PSHE

The quality of teaching in PSHE is satisfactory.

- Lessons have appropriate learning objectives but tasks are not always planned to meet the needs of the range of pupils, particularly the most able for whom expectations are too low.
- Information and communication technology and a wide range of high-quality resources, such as video clips, images and photographs, are used well to stimulate and enhance learning.
- Discussion is a key feature in lessons. Teachers are confident in managing discussions on sensitive issues and pupils enjoy the opportunities to actively participate. For example, in a Year 6 lesson where pupils discussed the issue of shared space on roads, the teacher's questioning was probing to ensure that pupils had a deeper understanding of the issues.
- Pupils' learning journals are regularly marked by the teacher but some work is incomplete and there is little evidence that pupils are being set different levels of work. Assessment is developing and includes a more formal approach to monitoring pupils' progress with new systems being piloted in Years 3 and 6.

Quality of the curriculum in PSHE

The quality of the curriculum in PSHE is satisfactory.

- The programme is broadly matched to pupils' needs and meets particularly well the needs of those with disabilities and special educational needs and those whose circumstances make them vulnerable. For example, extra lessons are provided on sex and relationships education to ensure that individual needs are well met. Support is given on social skills and anger management. However, there is no detailed overview of PSHE provision.
- External visitors and enrichment opportunities provide valued opportunities; for example, the emergency services day, the Ethiopian Insight Group's workshops during Black History month, and the link with a school in China. Assemblies also make a valuable contribution to pupils' personal and social skills by developing respect, and a strong sense of unity.
- Pupils are involved in evaluating and influencing the work taking place in the mixed-age tutor groups. These tutor groups are very effective in

ensuring that all pupils get on well and the school is a cohesive community.

- Healthy school status has enabled the school to ensure that more pupils bring healthy snacks, and a home-school link worker has involved parents and carers in cookery classes that are focused on healthy eating.

Effectiveness of leadership and management in PSHE

The effectiveness of leadership and management in PSHE is satisfactory.

- Leaders and managers have ensured that statutory requirements for sex and relationships education are met and strategies are in place to promote inclusion and tackle discrimination. PSHE is given high prominence in the school with a strong focus on personal and emotional development.
- The subject leader is committed, well informed, and has an accurate overview. Well-focused professional development opportunities help support the subject leader in driving the subject forward assisted by effective teamwork with other leaders and managers.
- However, provision for PSHE, including teaching and learning, is not regularly monitored or reviewed; evaluation of the standards of work and the quality of tutor-group provision is limited.

Areas for improvement, which we discussed, include:

- improving the monitoring and evaluation of provision through formal observations of lessons and tutor group sessions
- ensuring that there is a consistent approach to the monitoring and tracking of pupils' progress in PSHE.

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