

Aviation House
125 Kingsway
London
WC2B 6SE

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



31 May 2012

Mr D Lister
Headteacher
The Friary School
Eastern Avenue
Lichfield
Staffordshire
WS13 7EW

Dear Mr Lister

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

Thank you for your hospitality and cooperation, and that of your staff and students, during my visit on 23 and 24 May 2012 to look at work in PSHE education.

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 students; scrutiny of relevant documentation; analysis of students' work; and observation of eight lessons, short visits to two tutorial sessions and an assembly.

The overall effectiveness of PSHE education is satisfactory.

Achievement in PSHE education

Achievement in PSHE education is satisfactory.

- Students have a good knowledge of sexual development and relationships including how sexually transmitted diseases can be avoided. They understand the effects of drugs, tobacco and alcohol and know how to minimise risk and keep safe in a range of situations.
- Students are well informed of the different types of bullying such as cyber, racist, homophobic, sexist and disablist. They understand the emotional impact of bullying and are confident in seeking help if needed.

- Students have a reasonable understanding of healthy eating. Many take part in sporting activities and the Duke of Edinburgh Award scheme. They are less secure on their understanding of mental health issues.
- Students have a good understanding about career planning; those in the sixth form talk positively about the benefits of work experience on career choices. However, students have a limited understanding of how to manage money.
- When given opportunities, students articulate their opinions with confidence and work effectively with others in pairs and groups. However, too many remain passive in lessons and opportunities to challenge their own and others' views are not always fully used.

Quality of teaching in PSHE education

The quality of teaching in PSHE education is satisfactory.

- Teachers plan lessons with a good range of activities to stimulate students' interest. Good use is made of information and communication technology to engage students and lessons are characterised by good relationships where teachers create a secure environment to discuss sensitive issues.
- In the good lessons teachers demonstrate a high level of expertise, engaging students well in debate and discussion. In a good Year 8 lesson on HIV and Aids, group work was well organised and students shared information concisely with each other. Opportunities to tackle more challenging work through two 'big questions' enabled students to apply their learning; additional worksheets provide well-focused support for students with disabilities and special educational needs; the expectations set by the teacher were high and students were very enthusiastic throughout the lesson.
- In the least effective lessons, planned activities do not always meet individual needs; typically students do the same work at the same pace regardless of their levels of ability. The range of questioning techniques used in lessons is limited; teachers talk for too long and often rely on responses from volunteers. This results in too little time being spent on the main learning activity, and an insufficient focus on developing critical and evaluative skills.

Quality of the curriculum in PSHEE

The quality of the curriculum in PSHE education is good.

- The curriculum is carefully mapped. There are several strengths, including the arts and sports specialism which make a strong impact on personal development, enjoyment and leadership opportunities. Provision for careers education and guidance are well planned with external agencies making a strong contribution to personal well-being, health and careers.
- The curriculum has been carefully developed to meet the needs of those with disabilities and special educational needs and those whose circumstances make them vulnerable or who face challenging situations.

These include nurture groups and bespoke support packages, catering for individual needs. A strong inclusion unit oversees this work.

- The sixth form PSHE education programme is broad, with a strong focus on student and personal finance, and driver safety. Students act as role models for younger students as peer mentors and by delivering sessions on drug education. In addition they are involved in the sports committee organising the mini Olympics for the school.
- The focus on financial capability and money management is not coherent and progression from Years 7 to 11 is insufficient.

Effectiveness of leadership and management in PSHE education

The effectiveness of leadership and management in PSHE education is satisfactory.

- The subject has a high profile in the life of the school. Leaders and managers have ensured that key statutory requirements are met and good links exist with partner agencies to support the personal and social development of students. Inclusion is a key strength of the school and equality is promoted to ensure that all students have opportunities to engage in a range of activities.
- The day to day management of PSHE education is well coordinated with effective support for non-specialist staff. A range of well considered teaching materials supports delivery.
- There is an accurate understanding of the strengths of the subject and priorities for improvement. However, there is no formal monitoring or lesson observation of PSHE education, in particular the extended tutorial system.

Areas for improvement, which we discussed, include:

- improving the monitoring and evaluation of provision and teaching
- developing a coherent programme for financial capability and money management across the year groups.

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