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Mrs Carol Wright
Headteacher
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Dear Mrs Wright

Ofsted Survey Inspection Programme: Personal, Social and Health Education (PSHE)

Thank you for your hospitality and co-operation, and that of your staff, during my visit on Tuesday 19 June 2007 to look at work in PSHE.

As outlined in my initial letter, as well as looking at key areas of the subject, the visit had a particular focus on:

- how the PSHE curriculum met the specific needs of pupils in your local area, and how progress was tracked and assessed; and,
- what contribution PSHE made to the future economic well-being of your pupils.

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 should we wish to cite specific aspects of practice we will contact the school first. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: interviews with you and your deputy, the PSHE co-ordinator, the inclusion co-ordinator, the learning mentor, the neighbourhood wardens, separate discussions with six boys and six girls from Year 6, scrutiny of relevant documentation, analysis of pupils' work, observation of three lessons, and a walk around the dining hall and playgrounds.

The overall effectiveness of Personal, Social and Health Education was judged to be satisfactory with some good features.

Achievement and standards

Achievement in PSHE is satisfactory.

- Knowledge and understanding are satisfactory. Pupils have some knowledge about what is meant by a balanced diet, although many do not put this into practice. Older pupils have a good knowledge of the dangers of drugs and alcohol, although girls reported that they did not know enough about the changes that occur during puberty.
- Pupils are aware of peer group pressure but have not practised sufficient strategies to deal with this.
- Older pupils have a developing knowledge of the judicial system as part of their citizenship work through their work with local magistrates.
- Personal development, attitudes and behaviour are good in lessons, but only satisfactory at lunchtimes when too many pupils require mediation support.

Quality of Teaching and Learning of PSHE

The quality of teaching and learning in PSHE is satisfactory with some good features.

- Staff are very dedicated and hard working and act as excellent role models for the pupils. They have high expectations of behaviour, although expectations of learning are not as consistently high in all lessons.
- Planning is generally satisfactory and provides a range of activities for each lesson. However, there is insufficient focus on measurable learning objectives and lessons are too often dominated by the teacher.
- Assessment is at an early stage of development.
- Good support and guidance is provided for identified individuals through a range of agencies. It is clear that pupils feel safe in school.

Quality of curriculum

The curriculum is satisfactory with some good features.

- A strength of the curriculum is the extent of the provision including the involvement of external bodies including the neighbourhood wardens, local magistrates, businesses and arts organisations.
- A learning mentor employed and appointed by the school governors also supports the curriculum well.
- Weaker aspects include the developing status of the lunchtime activities, the limited range of extra-curricular opportunities and the mapping of PSHE knowledge within PSHE and across the curriculum.
- The school council is a powerful body who have made significant improvements to the school, such as the links they have made with a

local business to re-design and redecorate boys and girls' toilets with themed ideas.

Leadership and management of PSHE

The leadership and management of PSHE are satisfactory.

- There is a strong sense of team work in the school with all communicating well and working together for the sake of the pupils.
- The PSHE scheme of work is over-reliant on some materials without sufficient attention to the mapping of knowledge and understanding or enough clarity in the learning objectives for each lesson.

Subject issue: Economic well-being.

- The contribution PSHE makes to the future economic well-being of your pupils shows a mixed picture, but is satisfactory overall. Aspects of the PSHE provision prepare pupils well for adult life such as the high expectations of pupil behaviour, paired and group work in lessons and the development of confidence and self-esteem. However these attitudes and behaviours are not consolidated at lunchtimes.
- Neighbourhood wardens and the learning mentor bridge the link well between school and community.
- Financial capability and enterprise education are other aspects of the provision that are currently at the early stages of development.

Inclusion

Inclusion is satisfactory with some good features.

- Staff strive to ensure that all pupils are included in activities and none are disadvantaged. The recent increase in pupils with English as an additional language makes this even more challenging for teachers.
- In some lessons, good inclusion strategies are used by the teacher. They succeed in involving all pupils. This however is not consistently the case in all lessons.

Areas for improvement, which we discussed, included:

- planning lessons more carefully with clear, measurable learning objectives which can be assessed
- planning the PSHE curriculum coherently with more emphasis on knowledge and understanding
- working more closely with parents to develop healthy lunchboxes.

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

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Clive Kempton HMI
Her Majesty's Inspector of Schools