

Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404040
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



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Mrs Millward
Headteacher
Webheath First School
Downsell Road
Redditch
Worcestershire
B97 5RJ

Dear Mrs Millward

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 23 May 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 meets the specific needs of pupils in your local area, and how progress is tracked and assessed; and
- the contribution made by PSHE 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 yourself and the deputy headteacher, the PSHE co-ordinator, special needs co-ordinator, pupils from the school council and pupils from Years 2-4, scrutiny of relevant documentation, analysis of pupils' work and observation of three lessons and assembly.

The overall effectiveness of PSHE is judged to be good.

Achievement and standards

Achievement is good.

- Pupils enjoy their work and have positive attitudes towards the subject.
- In the reception class children are making outstanding progress, learning the concepts of what is fair and what is not. They are beginning to understand ways of dealing with conflict and the importance of sharing with others.
- Pupils in other years know what is meant by a balanced diet and how to keep healthy. Older pupils have very good knowledge of the dangers of smoking and alcohol. They all understand about the changes that occur whilst growing up.
- Their knowledge of protective behaviours is more limited.
- Pupils work well together and are able to listen, reflect, discuss and present their own opinions confidently.

Quality of teaching and learning

The quality of teaching is good.

- Teachers have good subject knowledge, excellent relationships with their classes and act as excellent role models.
- Planning is generally good and provides a wide range of activities which stimulate and engage pupils. Where planning is not as good, the lesson is dominated by the teacher and pupils are not encouraged to think independently. In the outstanding lessons seen, teachers allowed pupils to express their own opinions creatively.
- Effective use is made of teaching assistants to make sure lessons run smoothly.
- Assessment does take place but is largely informal and, except for the Foundation Stage, is not systematically recorded.
- Pupils are very well supported. They feel safe and secure and have a range of adults to whom they can turn if they have a problem.

Quality of curriculum

The curriculum is good.

- The curriculum meets the needs of pupils because the teachers know the pupils so well; there is a good match of content and activities to meet pupils' needs.
- The curriculum has been enhanced by the judicious introduction of Social and Emotional Aspects of Learning (SEAL) materials which are being trialled.
- The school has gained the Healthy School Award and this has had a positive impact on lunchtime, healthy eating, playtime activities and the PSHE curriculum.

- Before and After School clubs add greatly to provision by providing opportunities for pupils to interact socially with each other and with adults.
- Although transition arrangements are good, there is little liaison with the three middle schools over curriculum content for PSHE.

Leadership and management

Leadership and management are satisfactory.

- The senior management team has improved PSHE through the introduction of important initiatives. However, there is a lack of rigorous monitoring and evaluation of impact and outcomes from the PSHE programme.
- The PSHE policy is weak, and it is unclear how learning outcomes are identified. Schemes of work are variable and show an over-reliance on worksheets in Key Stage 1.
- Access to continuing professional development is good and all staff have received useful training on SEAL and Protective Behaviours.

Subject issue: How well are pupils prepared for future economic well-being?

Pupils are well prepared for adult life.

- Older pupils feel well-prepared for the move to middle school and beyond.
- Pupils are all provided with a range of activities in which they take responsibility and are expected to use their initiative. For example, they are representatives on the school council and in the Eco School work, they act as peer mediators and play leaders and are going to act as financial managers and run the stalls at the school fair.

Inclusion

Inclusion is good.

- The school is committed to providing for the full range of needs and abilities. For example, pupils who have behavioural difficulties are identified and given additional help in developing social skills.
- Pupils from minority ethnic backgrounds are fully integrated into the life and work of the school, and achieve as well as other pupils. All pupils are made aware of, and appreciate the diversity of, multi-cultural society.
- Pupils with learning difficulties receive extra support and achieve well as a result.

Areas for improvement, which we discussed, included:

- establishing a rigorous system for the monitoring and evaluation of PSHE provision
- setting up a system for tracking and recording pupils' progress in PSHE
- liaising with the middle schools about the PSHE curriculum.

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

Margaret Jones
Her Majesty's Inspector of Schools