

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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Mr S Gallacher
Headteacher
St Peter's Catholic Primary School
Coxes Farm Road
Billericay
Essex
CM11 2UB

Dear Mr Gallacher

Ofsted survey inspection programme – Personal, Social and Health Education (PSHE) and citizenship

Thank you for your hospitality and co-operation, and that of your staff, during our visit on 27 September to look at work in PSHE.

As outlined in my initial letter, as well as looking at key areas of PSHE, 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 individual institutions will not be identified in the main text. 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, the assistant headteacher responsible for health education, the PSHE and religious education co-ordinator, the special educational needs co-ordinator and pastoral officer, groups of Year 4 and Year 6 pupils, and school council, scrutiny of relevant documentation, analysis of pupils' work and observation of seven lessons, and a whole school assembly.

The overall effectiveness of PSHE and citizenship was judged to be outstanding.

Achievement

Pupils' achievement in PSHE and citizenship is outstanding overall.

- Pupils' personal development and behaviour are excellent. They enjoy their work and have positive attitudes towards the subject. They are articulate and self-assured and have very well-developed presentation skills.
- In the reception class children are making rapid progress, learning classroom routines and helping to make classroom rules.
- 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 understand about the changes that occur whilst growing up.
- Year 4 pupils have completed some high quality written work on racism, and the subject makes a positive contribution to literacy.
- Pupils show good understanding of important issues that affect them as young citizens; content knowledge is less well developed than skills such as discussion and team working.

Quality of teaching and learning of PSHE and citizenship

The quality of PSHE and citizenship teaching seen was good and sometimes outstanding.

- Teachers have good subject knowledge, excellent relationships with their classes and act as excellent role models.
- Teachers have high expectations and expect individuality from the pupils. Some lessons were very ambitious in scope and challenge and pupils responded well.
- Occasionally the pace of teaching is too slow and pupils are left sitting on the carpet listening for too long.
- Effective use is made of teaching assistants to make sure lessons run smoothly.
- Assessments are made using the end of key stage levels but, except for the Foundation Stage, it is not sufficiently detailed.
- 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 the curriculum

The curriculum is outstanding.

- The curriculum is rich, well-balanced and is responsive to the needs of pupils. It reflects the mission statement and vision of the school.
- The school has introduced a distinctive citizenship programme: still more might be done on aspects such as Britain's diversity and democracy in the United Kingdom.

- 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.
- A range of extra-curricular activities and clubs add greatly to provision by providing opportunities for pupils to interact socially with each other and with adults and keep fit.

Leadership and management of PSHE and citizenship

The leadership and management of PSHE and citizenship are outstanding.

- Leadership from the top is cutting edge and innovative. It has enabled PSHE and citizenship to flourish.
- The shared understanding amongst all staff of the significance of PSHE and citizenship for the pupils is strong, and staff have been encouraged to use their special interests and enthusiasms to enhance provision.
- There is scope for more focused monitoring, for example to ensure that planned programmes by teachers in the same year are equally effective.

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

Pupils are well prepared for adult life.

- They show remarkable independence in their learning and personal opinions.
- The work of the school council and the Eco council enable pupils to take responsibility, and to learn to care for their environment.
- Not enough work takes place on managing personal finances.

Inclusion

There is evidence of outstanding practice.

- The school has a harmonious ethos where the pupils are happy and respectful and caring of each other.
- All pupils were included in lessons by skilful questioning techniques and teachers matching work carefully to ability levels or particular needs.

Areas for improvement, which we discussed, included:

- improving the assessment of pupils' progress and monitoring the quality of their experience in PSHE and citizenship lessons
- addressing the content of citizenship more fully.

We hope these observations are useful as you continue to develop PSHE and citizenship 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