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Mr R Newton-Chance
Principal
Queen Elizabeth's Community College
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Dear Mr Newton-Chance

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

I would like to thank you for your hospitality and co-operation, and that of your staff, during my visit on 14 November 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 staff and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of lessons.

The overall effectiveness of PSHE was judged to be good with aspects that were outstanding.

Achievement and standards in PSHE

Achievement in PSHE was good.

- Students enjoy their work and have positive attitudes towards PSHE.
- They make good progress in developing their subject knowledge and understanding.
- Students are able to talk about their understanding of issues such as planning for their future and relationships.
- They are confident when expressing their opinions and are positive about the way in which the College acts upon their views.
- Students have an outstanding understanding of how to follow a healthy lifestyle. They are aware of the importance of a healthy diet and know how to manage risks.

Quality of teaching and learning of PSHE

The quality of teaching of PSHE is good.

- The College's evaluation of the quality of the teaching of PSHE is accurate.
- The changes made to the way in which PSHE is taught have resulted in a better match of teachers' subject knowledge to the topics they teach and a subsequent improvement in teachers' confidence.
- Assessment practice is good. The system of key criteria against which students are to be assessed is effective. Maintaining a central record of students' progress will be critical.

Quality of the curriculum

The curriculum is outstanding.

- The College has been very successful in ensuring that all subjects make appropriate contributions to the teaching of PSHE.
- The curriculum has a clear structure and content and is well matched to the assessed needs of the students.
- The school has appropriate, up-to-date policies in place. These policies meet statutory requirements.

Guidance and support

The quality of guidance and support are outstanding.

- The quality and accessibility of advice and guidance to the students is excellent.
- Safeguarding procedures are of a high quality and well understood by everyone.
- The quality of careers education and guidance is outstanding.

Leadership and management of PSHE

The leadership and management of PSHE are outstanding.

- Monitoring and evaluation procedures are excellent. The subject review process is extremely thorough and the judgements made are both detailed and accurate.
- In the leadership of PSHE, the senior leadership team, learning area team leaders and Year team leaders understand their roles and responsibilities and discharge them most effectively.
- The College has developed very successful links with a wide range of external agencies that make significant contributions to PSHE either by assisting in the teaching of some key issues such as sex and relationships education or by providing support and advice to students.

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

Provision for economic well-being is excellent.

- Through the curriculum and an extremely wide range of other activities, students have access to a wide range of experiences such as membership of the College council, supporting younger students and participating in community activities.
- Through work experience, and other links with employers, students have a very good understanding of work and training opportunities.
- The students are making very good progress in developing their key skills.

Inclusion

Queen Elizabeth's is an inclusive College.

- The College's values embrace inclusion and are reflected in the PSHE curriculum and procedures.
- Teachers understand how well different groups of students are progressing in PSHE. They make sure that in particular, no students are disadvantaged, and have effective strategies for promoting good relationships and managing behaviour.

Areas for improvement, which we discussed, included:

- ensuring that learning area team leaders continue to identify and report on all the contributions their learning areas are making to the teaching of PSHE

- continuing to develop the role of Year team leaders so that they have a clear focus on monitoring and evaluating the quality of provision of the strands of 'every child matters'.

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

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

Peter Griffiths
Additional Inspector