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Miss Jill Collins  
Headteacher  
St Joseph's Catholic Primary School  
Colber Lane  
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Dear Miss Collins

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 Thursday 06 December 2007 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 you, scrutiny of relevant documentation, analysis of photographic evidence of pupils' work, observation of two lessons and lunch with the children.

The overall effectiveness of PSHE was judged to be satisfactory with some good features.

#### Achievement and standards

Achievement in PSHE is good overall, although much stronger in the personal and social aspects than in health education.

- Pupils' achievement in developing personal and social skills is outstanding. They talk with confidence; they work very well together,

take on specific roles and responsibilities within the small school community and obviously thrive in the caring environment. They have high levels of self-esteem.

- Pupils are clear about what makes a healthy lifestyle and they adopt good eating habits both with school meals and packed lunches. They know basic facts about politics and the need to recycle and look after our world.
- Their knowledge, skills and understanding of sex and relationships and drug education is however, limited.

### Quality of teaching and learning of PSHE

The overall quality of teaching and learning is good.

- Lively teaching and awareness of individual pupils' knowledge ensures that pupils develop impressive personal and social skills. Pupils learn well from each other through good modelling by the older pupils.
- Teacher's planning for PSHE across the school is too generic and not sufficiently focused on specific PSHE learning outcomes.
- Formal assessment in PSHE is currently under-developed.

### Quality of the curriculum

The taught PSHE curriculum is satisfactory.

- The PSHE curriculum is unbalanced with more emphasis on skills development rather than knowledge and understanding.
- The PSHE curriculum is taught mainly through other subjects. As a result, outcomes are not sufficiently planned or measured.
- Personal and social skills are very well developed as part of the small school ethos.

### Leadership and management of PSHE

The leadership and management of PSHE is satisfactory.

- The subject leader has identified that there are gaps in the PSHE curriculum and that the scheme of work requires further resources and more detailed mapping of provision to ensure progression.
- Training for the Social and Emotional Aspects of Learning (SEAL) has started and is being disseminated appropriately across the school.
- PSHE is actively promoted throughout the school by the subject leader and the outcomes of personal and social skills are very strong as a result. There is a positive climate and determination to further develop aspects of the provision.

The contribution made by PSHE to the future economic well-being of your pupils.

PSHE makes a good contribution to pupils' future economic well being. Pupils develop impressive personal and social skills that prepare them well to take

their place in society as confident, self-assured young people. Opportunities for enterprise and financial awareness are developing well through fund raising and other charitable events.

## Inclusion

Inclusion is outstanding. The small nature of the school positively encourages inclusion. All pupils are valued for the unique contribution they can make to the school community. Everyone has a part to play and takes on appropriate roles and responsibilities. All participate in everything in the school and as a consequence, it works as a purposeful unit, living its mission statement of working together.

Areas for improvement, which we discussed, included:

- expand the curriculum resources for PSHE to have a stronger focus on sex and relationships and drug education
- ensure that all pupils develop appropriate skills, knowledge and understanding of sex and relationships education and drug education
- refine assessment strategies to ensure all pupils make progress in PSHE.

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

