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Miss Loveder  
Headteacher  
St Cuthbert Mayne RC Primary School  
St Nicholas Avenue  
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Dear Miss Loveder

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 31 March 2008 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 leadership and management offered in the area
- the contribution made by PSHE to the future economic well-being of your pupils and their capacity to engage in citizenship as well as the social and emotional aspects of learning (SEAL).

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: a school assembly, interviews with yourself and some of the senior leadership team, meeting pupils from the school council, a school lunch with Year 2 pupils, scrutiny of relevant documentation, an analysis of pupils' work and (shared) observation of two full lessons and a visit to the Reception class.

The overall effectiveness of PSHE was judged to be outstanding.

## Achievement in PSHE

Achievement in PSHE is outstanding.

- In the Foundation stage children show rapid development of social skills. There is a good balance between high quality play that involves exploration and communication and more formal interaction with adults. The children show developing confidence in expressing their feelings, maintaining simple cleanliness and routines, and participating in group and social activities.
- Pupils enjoy their work and have positive attitudes based in faith, learning and mutual understanding. They listen well to each other and to their teachers and express their ideas clearly.
- Older pupils have broad knowledge about what it means to be a good citizen. They are aware of personal safety and participate in programmes that teach them about road safety, local services, the internet and Fair Trade enterprise.
- Pupils know what is meant by a balanced diet and how to eat healthily. This understanding extends as well to packed lunches, where both fruit and salad are a regular feature of parental provision in response to a request by the school.

## Quality of Teaching and Learning of PSHE

The quality of PSHE teaching is outstanding.

- Teachers have very good subject knowledge, strong relationships with their classes and act as excellent role models.
- Teaching in both key stages is imaginative and very well planned.
- All the teachers observed made very good use of social and emotional learning opportunities (SEAL).
- Assessment for pupil progress (APP) in PSHE is very well managed and systematically recorded. There is good diagnostic marking of creative writing. Teaching assistants offer valuable support to identified groups and individuals so as to support good progress by all.
- The quality of assemblies is very good. They contribute to learning in PSHE.

## Quality of curriculum

The curriculum is very good.

- There is three-fold planning that integrates Education in Personal Relationships (EPR), with aspects of SEAL to a core diocesan scheme of work entitled 'Here I am'. The overall coverage is very consistent and carefully co-ordinated.
- The use of interactive whiteboards is well established, and a well-run specialist information communication technology (ICT) network-room

acts as an additional resource to the new library area for research and core skills development. Pupils now regularly produce simple, effective desktop publications.

- Environmental awareness is well developed and pupils know how to use recycling bins provided around the school. The school garden area is well developed with a 'compost heap'. A popular gardening club is held weekly.
- The school council plays an important part in school life and there is a good sense of active citizenship. It also supports global awareness and Catholic-linked charities. A recent pupil-initiated drive raised a very substantial sum for charity.

## Leadership and management of PSHE

The leadership and management of PSHE are outstanding.

- There is very effective monitoring of delivery, evaluation of impact and support for shared planning and improvement.
- The co-ordinator is well-trained, committed, and shares this role with other senior duties in addition to Year 6 class teaching.
- Access to continuing professional development is excellent and senior staff have received useful training on EPR/SEAL materials.

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

Pupils are well prepared for future adult life.

- Older pupils feel well prepared for the move to secondary school and beyond.
- The new library has some useful collections on PSHE and citizenship topics.
- A wide range of prefect, learning and monitor duties support pupils in growing independence around the school. Pupils are led by a head boy and girl linked to a broader colour-based house system. Identity is celebrated through pupil-written summative year-books at the end of both Key Stages in the school.
- There is a week-long school journey based on a moored boat where older pupils can combine the challenges of personal safety with wider educational horizons and travel.
- Pupils' Fair Trade experiences linked to enterprise as well as charitable fund-raising bring them wider knowledge of the value of money.

## Inclusion

Evidence has been seen of very good inclusion practice.

- The school is committed to providing for the full range of needs and abilities. It has recently installed full mobility access facilities on site. It supports pupils with a variety of learning difficulties and disabilities, as well as transient needs. It has a good working link with a local special school.

Areas for improvement, which we discussed, included:

- utilising the computer-aided record system for registering book loans in the new library area, to create student monitoring data. This data will allow staff supportively to review academic and social progress in types of PSHE reading by individual pupils.

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

Sa'ad Khaldi  
Additional Inspector