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18 July 2008

Mrs McLardie
Headteacher
Our Lady's and St. Oswald's Catholic Primary School
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Dear Mrs McLardie

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

Thank you for your hospitality and cooperation, and that of your staff, during my visit on 15 July 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 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, the deputy headteacher, and the PSHE coordinator, Year 6 pupils and representatives from the school council, scrutiny of relevant documentation, analysis of pupils' work, observation of three lessons, an assembly and part of Year 6's end-of-year show.

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

Achievement

Achievement in PSHE is good.

- Pupils have good understanding of what is meant by a balanced diet and the importance of regular exercise. They apply their knowledge by participating enthusiastically in the range of physical activities provided for them. However, packed lunches brought into school are not always very healthy.
- Pupils know how to keep themselves safe, and they have learnt about racism and bullying and why these are not to be tolerated.
- Older pupils know about the changes that occur at puberty and about the effects of drugs and alcohol on their bodies. They are well aware of a range of strategies to deal with peer group pressure.
- Pupils have a good understanding of rights and responsibilities and a real sense of community.
- Children in the Foundation Stage can take turns and listen well to each other.
- Pupils feel safe and secure. They have positive attitudes to PSHE, enjoy their lessons and behave extremely well. Pupils are friendly, polite and confident. Most can express their opinions clearly but some are not always audible.

Quality of teaching and learning in PSHE

Teaching and learning are good.

- Staff know the pupils well, and act as excellent role models. There are high levels of care and concern for individual pupils.
- Teachers use a range of active methods which engage pupils well.
- Tasks set in PSHE lessons are planned to meet the needs of pupils with a range of different abilities.
- However, a few lessons are rather too teacher-directed and pupils are kept too long sitting on the carpet.
- Assessment is good and regular checks are kept on the progress pupils are making in PSHE.

Quality of the curriculum

The PSHE curriculum is outstanding.

- The curriculum is well planned and meets the needs of the pupils. There is effective, ongoing liaison with the High School to ensure continuity and progression in learning, and there are excellent links with parents.
- SEAL (Social and Emotional Aspects of Learning) materials have been judiciously integrated throughout the PSHE curriculum.
- The school has gained the Healthy Schools Award and this has had a positive impact on the PSHE curriculum, healthy eating and the range of physical activities available.

- The wide range of physical activities and clubs provided makes an outstanding contribution to pupils' learning in PSHE because it allows them to put what they know into practice.
- Aspects of citizenship education are covered well and as a result pupils are very well prepared for life in a diverse society.
- Assemblies make a positive contribution to PSHE by reinforcing key messages.
- External agencies, such as the school nurse, the Police and Crucial Crewe are used very effectively to enhance provision.
- An outstanding feature is the work of the learning mentor who provides a valued source of advice and guidance for pupils as well as teaching some PSHE lessons.
- The school council is lively and active, but the opportunity for pupils to undertake key roles such as chair, and to feed back regularly to their classes is being missed.
- Inclusion is outstanding. The school values the contribution of every individual pupil. For example, all Year 6 pupils were included in the end-of-year show. Pupils from different ethnic backgrounds and religions are accepted and well-integrated. The buddy scheme and friendship stop makes sure that pupils learn kindness and tolerance and that no-one is left out.

Leadership and management of PSHE

The leadership and management of PSHE are good.

- PSHE and a Christian ethos underpin the whole school curriculum. As one Year 6 pupil commented, "It's one big family".
- The PSHE coordinator is well supported by the leadership team. She is experienced and dedicated and has thoroughly mapped provision across the school.
- Access to training is outstanding. The PSHE co-ordinator and the school nurse have completed the PSHE certificate together and this has had a real impact on the PSHE curriculum. All staff have had training in the SEAL materials.
- Self-evaluation is accurate but the subject review tends to focus on policy and planning rather than on learning. As yet, there has been no monitoring of PSHE lessons by the coordinator. Capacity for future improvement is excellent.

Subject issue: the contribution made by PSHE to the future economic well-being of pupils.

Pupils are very well prepared for adult life.

- Pupils are very well prepared for the next stage of their education and are confident about moving on to secondary school.
- Pupils take on a wide range of responsibilities across the school, and raise money for a wide variety of charities.

Areas for improvement, which we discussed, included:

- monitoring PSHE lessons
- developing the work of the school council.

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