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Mrs J Mulholland  
Headteacher  
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Dear Mrs Mulholland

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 04 June 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 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 and your PSHE co-ordinator, pupils from different age groups, scrutiny of relevant documentation, analysis of pupils' work and observation of three lessons.

The overall effectiveness of PSHE was judged to be outstanding.

Achievement

Pupils' overall achievement in PSHE is outstanding.

- Pupils' personal development is outstanding. They thoroughly enjoy the subject and are very enthusiastic about their lesson. Pupils are very confident, thoughtful and they readily offer their opinions.

- In the Reception class, children are making rapid progress, learning to take turns, to listen to others and to understand the meaning of different virtues, such as helpfulness.
- In all classes, pupils' skills are developing very well, for example, working together, discussing issues and reaching consensus in groups.
- Pupils in other years have an outstanding knowledge of how to stay healthy. Their understanding of the meaning of a balanced diet and the importance of regular exercise is excellent. Older pupils have a very good knowledge of the dangers of tobacco and alcohol. They also have a very secure grasp of the changes to their bodies as they are growing up.
- Pupils have a secure knowledge of national government and the law.

### Quality of teaching and learning in PSHE

The quality of PSHE teaching is outstanding.

- Teachers have very good subject knowledge, relationships are exceptionally positive and encouraging, and all adults provide excellent role models.
- Teachers have appropriately high expectations, so pupils respond very well. Lessons are very active and provide many opportunities for pupils to practise and develop their skills.
- Occasionally, an activity takes too long so part of the lesson becomes rushed.
- Teaching assistants are used very effectively and are skilled in helping pupils concentrate on their learning.
- Assessments are effective and demonstrate pupils' progress and the gaps in their learning clearly. However, they are not yet substantiated by assessed written work.
- Pupils feel very safe and secure. Adults and pupils trained as peer mediators, help sort out any problems if they arise.

### Quality of the curriculum

The curriculum is outstanding.

- The curriculum is interesting and varied. It meets the pupils' very diverse needs exceptionally well. The focus on Britain's diversity and shared values is a strong feature, supported by a wide range of trips and visitors.
- Provision for pupils' emotional development is very effective, incorporating suitable use of SEAL (Social and Emotional Aspects of Learning) materials.
- The school has gained the Healthy Schools and Activemark awards, which have had a positive impact on lunchtimes and playtimes.

## Leadership and management of PSHE

The leadership and management of PSHE are outstanding.

- The subject leader is passionate and committed to the subject. She is experienced and well qualified.
- Staff share her enthusiasm and work well together to achieve the carefully planned targets.
- Monitoring is good and generally identifies areas for development, although there is not always enough follow-up of lesson observations.

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

Pupils' preparation for adult life is outstanding.

- Pupils demonstrate remarkable independence in both learning and in their personal opinions.
- The work of the school council allows pupils to contribute to improving life at school.
- Fund raising, peer mentoring, friendship buddies and other opportunities to take responsibility make a very good contribution to the preparation of pupils for the world of work.
- There is not enough work on managing personal finances.

Areas for improvement, which we discussed, included:

- provide more opportunities for pupils to learn about managing personal finances.

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

Susan Orpin  
Additional Inspector