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28 October 2008

Miss Evans  
Headteacher  
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Dear Miss Evans

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 16 October 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 you, Year 6 pupils and representatives from the school council, scrutiny of relevant documentation, analysis of pupils' work and observation of three lessons and a whole school assembly.

The overall effectiveness of PSHE was judged to be good.

Achievement

Achievement is good.

- Children start from a low base and many in the Foundation Stage lack communication skills. However they make rapid progress in personal development due to outstanding teaching and support, and can soon participate in action games and singing, share toys and take turns.

- Pupils across the school have good knowledge and understanding about healthy eating and the importance of exercise. They do not always apply their knowledge to the packed lunches many bring into school.
- Pupils know how to keep themselves safe and have practised resisting peer group pressure, but they have more limited understanding of the social effects of drug and alcohol abuse.
- Pupils enjoy PSHE lessons and circle time. They can name emotions and feelings and are developing vocabulary to describe these, although some pupils struggle to express their ideas coherently and to listen to each other.
- The presentation skills of Years 1 and 2 are excellent, judging by the way they were able to speak their parts clearly to a large audience in the assembly they organised.
- Pupils are developing self-esteem and self-confidence, well supported by the caring ethos of the school.

### Quality of teaching and learning of PSHE

The quality of teaching and learning is good.

- Care for individual pupils pervades every lesson. Learning support assistants provide very effective support for those with particular learning difficulties or those with limited English.
- Lessons are characterised by excellent relationships and positive use of praise and encouragement, even though some pupils are difficult to manage.
- Pupils are taught tolerance and kindness and are well prepared for life in a diverse society.
- In the Foundation Stage the knowledge of individual children ensures that teaching matches closely the needs of the children. Lessons move with pace and there is a range of activities, such as bread making, connected to the main theme of the session.
- Lesson planning in the main school does not always match activities closely enough to the learning objectives
- Teachers are skilled at leading circle time and enliven this with learning games. Pupils enjoy these activities and express their thoughts knowing they will be listened to.
- Effective use is made of information communication technology, however teachers do not always ensure that writing on the board and visual displays are clearly visible.
- Assessment is good and PSHE is included in reports to parents.

### Quality of the curriculum

The curriculum is satisfactory.

- Parts of the PSHE and citizenship curriculum are not covered in sufficient depth.
- Assemblies make a valuable contribution to the development of social skills by giving pupils an opportunity to participate and present their work to their parents.

- The Healthy Schools award has had a positive impact on the development of procedures and policies, and on healthy eating.
- Social and emotional aspects of learning (SEAL) materials are used effectively to enhance circle time and PSHE sessions.
- Pupils have a variety of opportunities to contribute to the school community and experience active citizenship. They feel they are listened to and that they have a real influence on how the school is run.

## Leadership and management of PSHE

Leadership and management are good.

- Staff have created a happy and safe learning environment for PSHE where pupils and parents feel secure. This is clearly demonstrated by the high quality display work around the school, most of which relates to PSHE.
- PSHE has had a high priority in the school under your leadership. I note that you have recently been succeeded by the deputy head teacher who is planning to study for the PSHE certificate.
- There is a thorough development plan for PSHE and all policies are in place.
- The quality of teaching in PSHE is monitored accurately.

## Subject issue: economic well-being

This area is satisfactory.

- Pupils are well prepared and supported when they enter the school, when they move classes and when they go to secondary school.
- Pupils take on a range of responsibilities and raise money for charity but little enterprise activity takes place.
- There is little in the curriculum on financial capability, work roles or raising career aspirations.

Areas for improvement, which we discussed, included:

- reviewing curriculum planning to ensure topics are covered in sufficient depth
- developing more emphasis on preparation for economic well-being.

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