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Ms Morrison  
Headteacher  
Eyres Monsell Primary School  
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Dear Ms Morrison

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 January 2009 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 and the deputy headteacher, Year 5 and 6 pupils and representatives from the school council, scrutiny of relevant documentation, analysis of pupils' work and observation of five lessons and a Year 5 and 6 assembly.

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

Achievement in PSHE

Achievement is satisfactory.

- Children start from a very low base and many in the Foundation Stage lack communication skills. However, they make steady progress in

personal development due to good support, and can participate in activities, share toys and take turns.

- Pupils across the school have sound knowledge and understanding about healthy eating and the importance of exercise. All pupils spoken to participate in a sports club or physical activity organised by the school.
- Pupils know how to keep themselves safe, but they have more limited understanding of sex and relationships education and the effects of drug and alcohol misuse.
- Pupils enjoy PSHE lessons. 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.
- Pupils are developing self-esteem and self-confidence, well supported by the inclusive ethos of the school. They feel they can go to adults in the school for help and support.

### Quality of teaching and learning of PSHE

The quality of teaching and learning are satisfactory.

- Lessons are characterised by very good relationships, high levels of care for individual pupils and positive use of praise and encouragement, even though some pupils are difficult to manage.
- Teachers have good behaviour management skills and lessons move with a good pace.
- Due to the curriculum model used, some opportunities in other subjects to reinforce learning were missed and learning objectives for PSHE are not always sufficiently clear.
- The quality of teaching of PSHE is inconsistent and, as a result, lessons are not always well structured or active enough.
- Outstanding use is made of a range of external speakers to enhance pupils' learning in PSHE.
- Pupils who are especially vulnerable are identified early and given effective extra help in developing personal and social skills.
- Effective use is made of information and communication technology (ICT).
- Assessment against the end of key stages statements is good.

### Quality of the curriculum

The curriculum is satisfactory.

- Although there is a short, discrete time slot for PSHE, most of the curriculum is taught through other subjects. This results in several topics not being covered in sufficient depth. The school has identified these gaps in its initial planning but does not have detailed schemes of work for PSHE.
- Assemblies make a valuable contribution to the development of social skills by giving pupils an opportunity to participate and present their opinions.
- The Healthy Schools award has had a positive impact on healthy eating and the establishment of a thriving Breakfast club.

- Social and emotional aspects of learning (SEAL) materials are used judiciously to enhance circle time and PSHE sessions.
- An outstanding aspect of the curriculum is the work the school has done in installing a wind turbine and setting up a nature reserve, gaining an environmental award. Pupils have led on these projects and were able to make an excellent video and presentation of the work they have done.
- Pupils have a good variety of opportunities to contribute to the wider community and the school council. 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.
- Literacy and numeracy have rightly been the main priorities for the school but senior staff are supportive of PSHE and there is a governor for PSHE who has been key to the progress made on environmental issues.
- The PSHE coordinator is in a good position to raise awareness of PSHE across all staff in order to take the subject forward. However, more specialist training is required so that teachers are more confident about the methodology needed to teach PSHE well.
- All policies are in place and good quality initial planning for PSHE has been completed.
- The self-evaluation of the subject and of lessons is accurate.

## Subject issue: economic well-being

This area is satisfactory.

- Pupils take on a range of responsibilities and raise money for charity. A group of pupils has been very enterprising in the work they have done to support the environment, but little enterprise activity for the whole school takes place.
- There is little in the curriculum on financial capability.
- The school is aware of the need to introduce pupils to a range of work roles and to raise aspirations. The wide variety of visitors helps to achieve these aims.

Areas for improvement, which we discussed, included:

- reviewing the curriculum to ensure topics are covered in sufficient depth
- writing detailed schemes of work for PSHE
- improving training so the teaching of PSHE is more consistent.

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