

Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404040
F 0207 421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



07 April 2009

Mr D Hadley-Price
Headteacher
Lordswood Boys' School
Hagley Road
Birmingham
West Midlands
B17 8BJ

Dear Mr Hadley-Price

Ofsted survey inspection programme – personal, social and health and economic education (PSHEE)

Thank you for your hospitality and cooperation, and that of your staff, during my visit on 26 March 2009 to look at work in PSHEE.

As outlined in the initial letter, as well as looking at key areas of the subject, the visit had a particular focus on the provision of information, advice and guidance (IAG) and the contribution made by the subject to the future economic well-being of your students.

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 discussions with staff and students, scrutiny of relevant documents and joint observations, with you, of four lessons.

The overall effectiveness of PSHEE was judged to be satisfactory.

Achievement in PSHEE

Achievement is satisfactory.

- Students' personal development is satisfactory, and they have positive attitudes towards the subject.
- Students develop respectful relationships with others.
- Students have a sound knowledge, understanding and awareness of the issues around sex and relationships and drug education, including alcohol and smoking.

- Students know how important it is to keep fit and they value the opportunities the school's sport specialism provides such as fitness training.
- Students of all abilities hold strong views and develop confidence in talking about issues.
- Students have a good understanding of the opportunities available to them after they leave school.

Quality of teaching and learning of PSHE

The quality of PSHEE teaching is satisfactory.

- The subject managers are good role models.
- In the four lessons seen, students were attentive and well behaved because of the good relationships with teachers.
- Students value the opportunities to get to know each other better through discussion and debate.
- Planning sets out the learning intentions for each lesson and teachers plan regular opportunities for students to work collaboratively.
- Teachers of other subjects such as religious education and drama make a good contribution to students' learning in areas such as diversity and tolerance.
- Arrangements for assessing students' work in the subject are inconsistent.
- Arrangements for recording and tracking students' progress is inconsistent.
- Parents and carers are not made aware of students' achievements in all strands of the subject.
- Effective support is provided for vulnerable students so that they benefit from all PSHEE activities, including through provision made in the new Inclusion Centre.

Quality of the PSHEE curriculum

The curriculum is satisfactory.

- Provision in all strands of the subject is inconsistent.
- Many students' social skills and citizenship are very well developed through the active and well-supported Combined Cadet Force (CCF).
- The Social and Emotional Aspects of Learning (SEAL) materials are used in some lessons to provide an interesting range of activities.
- The school has achieved the Healthy Schools Award and students have a sound understanding of how to eat healthily.
- Many students make a good contribution to the school community as coaches and mentors through the Sports Leader Scheme, and students benefit from a full programme of extra-curricular sporting activities.
- Students learn about the international dimension through the excellent links with schools in several countries.
- Students with learning difficulties and disabilities are involved in all PSHEE related activities, including through provision in the new Language and Communication Centre.

Leadership and management of PSHEE

The leadership and management of PSHEE are satisfactory.

- Self-evaluation is very accurate.
- Effective use is made of visiting 'experts' to provide advice, guidance and support on issues such as 'prejudice', 'staying safe' and 'saying no to drugs'.
- Monitoring of provision, teaching and learning in all strands of the subject is not rigorous enough.
- New technologies are well used to communicate with parents/carers about students' personal development and well-being.
- Plans are under way to strengthen the school's pastoral structure in order to underpin provision in the subject.

Subject issue: IAG and economic well-being

Students are satisfactorily prepared for the next stage of their education.

- School managers have a good understanding of the needs of local employers.
- They provide good work experience opportunities, as well as a developing vocational curriculum.
- Satisfactory use is made of computers so that students' information and communications skills are improved.
- Students have good understanding of how to work with others.
- Opportunities for all students' to develop their enterprise skills are satisfactory.

Areas for improvement in PSHEE, which we discussed, included:

- ensuring provision, teaching and learning is monitored and evaluated rigorously
- ensuring all strands of the subject are assessed and students' progress is recorded
- ensuring students' achievements in all strands of the subject are reported to parents/carers.

I hope these observations are useful as you continue to develop PSHEE in the school.

As explained in the 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

Henry Moreton
Additional Inspector