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Mrs J Manson
Headteacher
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Dear Mrs Manson

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

Thank you for your hospitality and cooperation, and that of your staff, during my visit on Tuesday 03 March 2009 to look at work in PSHEE.

As outlined in my initial letter, as well as looking at key areas of the subject, the visit had a particular focus on economic well-being and information, advice and guidance (IAG).

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, your senior staff and other staff involved in the management and delivery of PSHEE, scrutiny of relevant documentation, analysis of students' work, observation of four lessons, discussion with two groups of students, and a meeting with parents.

The overall effectiveness of PSHEE was judged to be outstanding.

Achievement and standards

Achievement in PSHEE is good.

- Students develop good subject knowledge of sex and drugs education and can talk about sensitive issues in a mature manner.
- They have outstanding opportunities to take on leadership roles, for example as form captains, house representatives, or by supporting

younger students. These experiences significantly enhance their confidence and self-esteem.

- Parents report the significant impact of the strong relationships established with the form tutor on their child's personal and social development.
- Whilst students are aware of the effects of alcohol consumption, some report that they do not put their knowledge into practice and choose to put themselves at risk outside school.

Quality of teaching and learning of PSHEE

The quality of teaching and learning in PSHEE is good.

- Good quality relationships are established in all lessons due to teachers' excellent knowledge of each student as an individual. Lessons take account of individual needs.
- A good range of stimulating activities is planned for PSHEE lessons, including discussion, role play, use of information communication technology and student-led activities.
- Students are well-behaved and engaged in PSHEE lessons although they are not all sufficiently challenged to respond with extended answers.

Quality of the curriculum

The PSHEE curriculum is outstanding.

- The curriculum is delivered well by the form tutors who have good subject knowledge.
- The PSHEE curriculum is well-designed to meet the needs of all students, including the most vulnerable. Key issues are regularly re-visited each year to consolidate learning.
- Whole days devoted to PSHEE compliment the regular weekly lesson well. They are well chosen, enjoyed by staff and students, and involve school staff and external agencies.
- The new Achievement Centre, supporting identified groups of Year 7 students, is successful in providing extra support through a well-planned PSHEE curriculum.

Leadership and management of PSHEE

The leadership and management of PSHEE are outstanding.

- The team leader for PSHEE is outstanding. She leads with vision, determination and commitment and has successfully motivated a large PSHEE team to improve provision.
- The scheme of work is reviewed annually by the team of PSHEE subject leaders. Provision is monitored, audited and modified to meet the changing needs of students.
- Form tutors are exceptionally well supported to develop their knowledge and understanding to deliver the PSHEE curriculum. Individual and whole school training needs are well identified.

- The school nurse is well-deployed to support those with identified need.

Subject issue: Economic well-being and information, advice and guidance are good.

- Careers education and financial capability is well-delivered in all year groups through lessons and whole school focus days. This notwithstanding, some Year 11 students expressed concern about lack of knowledge in aspects of managing money.
- Students develop significant enterprise skills throughout the school in a variety of contexts, for example the form-based stall at the annual 'school fayre'.
- Increasing numbers of students are staying on post-16 to pursue further education due to good advice and guidance.

Areas for improvement, which we discussed, included:

- ensuring that all students are challenged to respond in all lessons
- working with the local authority and other agencies to address the use of alcohol consumption.

I hope these observations are useful as you continue to develop PSHEE 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

Clive Kempton
Her Majesty's Inspector