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Mrs Tribe  
Headteacher  
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Dear Mrs Tribe

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 Wednesday 04 March 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 economic well-being.

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, staff involved in leading and co-ordinating PSHE, scrutiny of relevant documentation, analysis of pupils' work, observation of three lessons, discussion with two groups of Year 6 pupils and observation of two celebration assemblies.

The overall effectiveness of PSHEE was judged to be good.

Achievement and standards

Achievement in PSHE is good

- Pupils have good knowledge of personal hygiene, illegal and legal drugs and the effects of smoking and alcohol on their bodies.
- Pupils develop good personal and social skills. They develop high levels of confidence through talking in front of their peers, in assembly and to visitors. They show respect for others around the school and in the playground.

- Pupils are confident and comfortable to talk about their feelings and other sensitive issues such as puberty and sex and relationships education.
- They are able to make appropriate personal decisions when confronted with a choice. For example, resisting peer group pressure, choosing a safe place to play, or when to involve an adult in a decision.

### Quality of teaching and learning of PSHE

The quality of teaching and learning PSHE is good.

- Teachers plan well for PSHE lessons and include a number of engaging activities.
- They establish very good relationships with pupils who respond well to the subject content of lessons with good behaviour and enthusiasm.
- Regular and imaginative use is made of visitors in PSHE lessons who contribute well to the quality of learning by consolidating key issues.
- The learning objectives in lessons are not always sufficiently clear, measurable or communicated to pupils.

### Quality of the curriculum

The quality of the PSHE curriculum is good.

- The PSHE curriculum permeates all areas of school life. For example, the displays, the extra-curricular clubs, assemblies and charitable events as well as the planned teaching and learning in lessons.
- Teachers use a published PSHE scheme of work well and augment it with other lively resources.
- Good use is made of external agencies, for example the school nurse, and police community support officers to enrich, support and consolidate the curriculum.

### Leadership and management of PSHE

The leadership and management of PSHE are satisfactory.

- The recently appointed PSHE co-ordinator has worked hard to compile a good portfolio of evidence to illustrate PSHE provision. She has led task groups to develop a travel plan and enabled the school to achieve Healthy Schools status.
- Resources have been well catalogued and organised to support school staff.
- The co-ordinator has insufficient opportunities to monitor teaching and learning in PSHE.
- Measurable outcomes in the PSHE development plan are not clear enough.

Subject issue: economic well-being

The contribution of PSHE to economic well-being is good

- Pupils are well prepared for taking their place in society.
- They have good opportunities to develop leadership skills such as running school activities and supporting younger pupils.
- They are developing good financial skills through pricing, and managing fund raising stalls and through the enterprise opportunities in gardening club.

Areas for improvement, which we discussed, included:

- ensuring that all PSHE lessons have clear and measurable learning objectives that are communicated to pupils
- provide opportunities for the co-ordinator to monitor PSHE provision and outcomes.

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

Clive Kempton  
Her Majesty's Inspector