

Alexandra House  
33 Kingsway  
London  
WC2B 6SE

T 08456 404040  
F 020 7421 6855  
enquiries@ofsted.gov.uk  
www.ofsted.gov.uk



23 February 2009

Mrs A Ireland  
Headteacher  
Scargill Junior School  
Mungo Park Road  
Rainham  
Essex  
RM13 7PL

Dear Mrs Ireland

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 23 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, your PSHE leader, scrutiny of relevant documentation, analysis of pupils' work and observation of two lessons.

The overall effectiveness of PSHE was judged to be satisfactory.

Achievement and standards

Pupils' overall achievement in PSHE is satisfactory.

- Pupils' personal development is good. Pupils behave well and eagerly contribute their views.
- When given the opportunity, pupils tackle problems with enthusiasm, keenly reviewing their successes and setbacks.

- Pupils work together well, listen to each other carefully and readily undertake responsibilities.
- Pupils have a good knowledge of how to stay healthy. They know the importance of eating five fruits or vegetables a day, and older pupils can explain the importance of a balanced diet and exercise.
- Older pupils have a sound factual knowledge of the dangers of drug misuse and the changes that occur at puberty, but their understanding of relationships is less well developed.
- When given the chance, pupils' skills such as undertaking different roles in teams, are well developed, but not all pupils benefit from these opportunities.

### Quality of teaching and learning of PSHE

The quality of PSHE teaching is satisfactory.

- Relationships between adults and pupils are trusting and positive.
- Teachers use questions well to help pupils think more precisely and in greater depth.
- Although some teaching is good and enables pupils to participate actively, the quality of teaching is uneven across the school.
- In one lesson seen, the teacher planned challenging activities and skilfully used questions that were well matched to her pupils' abilities.
- Pastoral care and support for pupils are good, so pupils know they are valued and feel really safe and listened to.
- The assessment of PSHE is at an early stage, so records are insufficient to show pupils' rates of progress.
- Some teachers' marking of pupils' work provides detailed feedback on how to improve, but this is inconsistent between classes.

### Quality of the curriculum

The PSHE curriculum is satisfactory.

- The programme for PSHE is being reviewed as it does not fully reflect the work currently undertaken or sufficiently emphasise the development of pupils' skills.
- Current lessons plans show a judicious integration of the Social and Emotional Aspects of Learning (SEAL) into PSHE.
- Other subjects make a good contribution to PSHE and these are documented well.
- The enrichment of PSHE is good, through the use of visitors such as theatre groups, and opportunities for pupils to undertake responsibilities, for example, play leaders and peer mentors.
- The school has gained the Healthy Schools Award and this has had a positive effect on improving pupils' awareness of healthy lifestyles.
- School council members are well trained and influence life at school well, for example, by improving the environment.

## Leadership and management of PSHE

The leadership and management of PSHE are satisfactory.

- The subject leader is enthusiastic and well organised and PSHE is given a high priority at the school.
- Pupils are included well. Adults are caring and there is a strong focus on helping pupils engage productively in lessons.
- Although teachers' planning is checked regularly, there is insufficient monitoring of PSHE lessons.
- Policies for sex and relationship education, and drug education have not been recently reviewed and are out of date.

Subject issue: economic well-being

Pupils' preparation for adult life is good.

- Pupils' self confidence, their readiness to offer opinions and the way they undertake responsibilities are good.
- Pupils work together well and listen respectfully to each other's views.
- They are learning to take some responsibility for the school environment through the new and active environmental council and the work of the school council.
- Pupils undertake a process of formally applying and being interviewed in order to become council members.
- The school places a high priority on pupils' views and gives real areas of responsibility, such as 'stair duty'.
- The school has gained an International Schools award and has some 'twinning' arrangements with schools in other countries, such as a school in the Congo.
- There is not enough work on managing personal finances.

Areas for improvement, which we discussed, included:

- reviewing the scheme of work for PSHE and ensuring it includes sufficient opportunities for pupils' skills to be developed
- developing more assessment tasks
- developing and formalising the monitoring of teaching to ensure that all lessons in PSHE are good.

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

Sue Orpin  
Additional Inspector