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Mr J Carroll  
Headteacher  
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Dear Mr Carroll

Ofsted survey inspection programme – Personal, Social, and Health Education (PSHE)

Thank you for your hospitality and cooperation, and that of your staff, during our visit on 01 May 2009 to look at work in PSHE.

As outlined in our 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 and staff involved in PSHE, scrutiny of relevant documentation, discussion with a group of Year 6 pupils, and observation of eight lessons and two assemblies.

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

Achievement in PSHE

Achievement in PSHE is good.

- Pupils have a good knowledge of what is meant by a balanced diet. They know the five fruit and vegetables a day message and many apply their knowledge in the dining room where 60% of pupils take school lunch, and packed lunches are very healthy.

- Pupils understand the importance of exercise in keeping physically healthy, and most participate in the wide range of activities provided by the school.
- Pupils are aware of the dangers of drug misuse, including nicotine and alcohol.
- They have good levels of knowledge and understanding about bullying, including cyber and racist bullying, and pupils know how to keep themselves safe.
- Weaker areas of knowledge are in handling money and in understanding economic concepts.
- Personal development is outstanding. Pupils have excellent relationships with each other and adults. They are taught, because of the Catholic Mission of the school, to treat other people with respect and tolerance. Pupils are confident to approach members of staff if they have a problem.
- Pupils have well developed presentation skills which were demonstrated in the assembly taken by Year 6 pupils.

### Quality of teaching and learning of PSHE

The quality of teaching and learning is good.

- Most of the lessons seen were good, and one lesson was outstanding.
- Lessons were well planned with clear PSHE objectives and excellent use of information and communication technology.
- Teachers have good subject knowledge and used effective questioning strategies in lessons.
- Teachers used a range of well-thought through activities to engage pupils in their learning.
- Occasionally, pupils were kept too long sitting on the carpet and there was too much teacher talk.
- Tracking of pupils' progress in PSHE was done informally.

### Quality of the curriculum

The quality of the curriculum is good.

- Good use is made of social and emotional (SEAL) materials.
- There are effective schemes of work in place, but planning does not always ensure sufficient challenge as pupils get older.
- The work on gaining the healthy schools award has had a positive impact on healthy eating and encouraging all pupils to be more physically active.
- The pastoral care and family workers team do an outstanding job in identifying and helping pupils who have social and emotional difficulties, and in reaching out and including families in the work of the school. The outcomes of this work are reflected in the positive attitudes of pupils who are helped to manage their feelings.
- Very effective use is made of external agencies and a range of extra-curricular activities to support the PSHE curriculum.

- The ethos in the dining room with a Star Table for pupils who have done well, and the celebratory assemblies provide excellent opportunities for raising pupils' self-esteem and confidence.
- Pupils are well prepared for life in a diverse community through very well coordinated and integrated Community Cohesion weeks, when visitors from other faiths and cultures are invited into school.
- There is too little emphasis on preparation for future economic well-being.

#### Leadership and management of PSHE

Leadership and management of PSHE are good.

- The relatively new subject leader for PSHE works hard and is very well supported by the senior leadership team.
- The PSHE schemes of work and action plan are in place and appropriate.
- There are currently insufficient opportunities for the subject leader to monitor PSHE lessons across the school, although the self-evaluation of PSHE is accurate.

#### Subject issue: economic well-being

The development of pupils' economic well-being is satisfactory.

- Older pupils have many opportunities to take responsibility across the school as play leaders, peer mentors and leading the school council.
- Pupils feel confident about moving on to secondary school, and have been helped by the work of the Transition worker.
- There is some work on enterprise in Year 5, and pupils manage their own money on school trips, but work in the curriculum on economic understanding and personal finance is underdeveloped.

Areas for improvement, which we discussed, included:

- introducing a more formal system for tracking progress in PSHE
- developing economic understanding and personal finance.

We hope these observations are useful as you continue to develop PSHE in the school.

As we explained in our 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 HMI  
Her Majesty's Inspector