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Mrs R Lawrence  
Headteacher  
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Dear Mrs Lawrence

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 8 October 2009, to look at work in PSHE.

As outlined in my initial letter, as well as looking at key areas of PSHE, the visit had a particular focus on learning how to stay safe.

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 staff and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of five lessons.

The overall effectiveness of PSHE was judged to be satisfactory.

Achievement in PSHE

Achievement in PSHE is satisfactory.

- Pupils have good knowledge about healthy eating and the need to stay physically active. A high proportion of pupils in all key stages take advantage of the free fruit and take part in the increased number of physical activities at lunchtime and after school.

- They have secure levels of knowledge and understanding about sex and relationships education.
- Pupils' understanding and awareness of staying safe is good. They know how to keep themselves safe in a range of situations.
- Pupils have good social skills, are polite and friendly. Older pupils are confident and able to express their views clearly.
- Pupils are well informed about the different types of bullying, including cyber-bullying.
- A minority of younger pupils have unhealthy choices in their lunch boxes, despite the best efforts of the school to improve this.
- Pupils have a limited knowledge of drugs education, how to handle money and budgets.

#### Quality of teaching of PSHE

The quality of teaching is satisfactory.

- There are good relationships between staff and pupils in lessons, and most behaviour is managed well.
- Teachers' planning makes explicit reference to PSHE with clear learning objectives for the majority of lessons.
- Lessons lack pace and challenge in some of the planned activities.
- There are some good examples of assessment, but this, alongside recording, is too variable across year groups.
- There is good support for vulnerable pupils with the effective use of teaching assistants in class.

#### Quality of the curriculum in PSHE

The PSHE education curriculum is satisfactory.

- The Healthy Schools award has made a beneficial contribution by increasing the number of health-related activities across the school.
- The curriculum is enhanced effectively by external agencies and visits.
- PSHE education is broad and permeates many aspects of the school's work, with both discrete and cross-curricular delivery.

- The planning of PSHE education does not sufficiently take account of pupils' prior learning and mapping of progression from year to year does not build on previous learning.
- The introduction of Social Emotional Aspects of Learning (SEAL) is in its very early stages and, as yet, has not been integrated into the curriculum.

#### Effectiveness of leadership and management in PSHE

The leadership and management of PSHE education are satisfactory

- PSHE is given a very high profile in the school by all staff.
- Self-evaluation is accurate and takes into account the views of pupils and parents. This has led to the forest school being extended to all pupils, and more information on healthy eating being provided for parents.
- Monitoring and evaluation of aspects of PSHE such as assessment, reporting and planning are not sufficiently robust. There remains too much inconsistency across year groups.
- Recent training on aspects of PSHE education has yet to be implemented fully into the work of the school.

#### Subject issue; learning to stay safe

- Pupils have a good understanding about issues such as e-safety and road safety.
- Pupils feel very safe in school.
- Safety issues are given a high priority in lessons from routine hygiene procedures to following rules when working outside the classroom. These are followed well by pupils.
- Residential visits have supported pupils' understanding of safety in different settings and the safety of others. Pupils felt very confident in attempting the full range of outdoor pursuits.

Areas for improvement, which we discussed, included:

- improving the quality of teaching and learning to ensure teaching is more brisk and learning is consistently challenging
- ensuring that monitoring and evaluation of PSHE education is rigorous and encompasses all aspects of provision and delivery.

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

Davinder Dosanjh  
Her Majesty's Inspector