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Mrs R Chahal
Headteacher
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Dear Mrs Chahal

Ofsted 2010–11 subject survey inspection programme: personal, social, and health education (PSHE)

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 9 June 2010 to look at work in PSHE.

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 without their consent.

The evidence used to inform the judgements included: interviews with staff, pupils and a parent governor; scrutiny of relevant documentation; analysis of pupils' work; and observation of four lessons and a briefing session on the virtual transition programme.

The overall effectiveness of PSHE is outstanding.

Achievement in PSHE

Achievement in PSHE is outstanding.

- Pupils make outstanding progress from starting points well below average to achieve good levels of understanding, knowledge and skills by Year 6.
- Pupils understand what is meant by healthy eating, although not all of them put this into practice in the packed lunches they bring to school. They know the importance of exercise and participate enthusiastically in the range of activities provided by the school.
- Pupils know how to assess risks and keep themselves safe on the roads and around water. They feel safe in school and know where to go for help.
- Older pupils understand the changes that happen at puberty. They have a good knowledge and understanding about the harmful effects of drugs,

including alcohol and tobacco. They have practised resisting peer-group pressure and saying 'no' using role-play.

- Older pupils know how to manage their money. They feel well prepared for the move to secondary school and have been encouraged to raise their aspirations and reflect on their ambitions for the future.
- Personal development is outstanding. Pupils are keen to join in and do their best and they are developing good communication skills. They can work in groups and independently when given the opportunity. Behaviour in the lessons seen was excellent.

Quality of teaching of PSHE

The quality of teaching of PSHE is good.

- Lessons are characterised by excellent relationships and very good classroom management. Lessons are well planned and prepared and teachers are confident and have good subject knowledge.
- In some lessons observed, role-play and simulations were used effectively, and question and answer sessions were probing. However, in the lessons seen, a fairly limited range of methods was used to teach PSHE and sometimes the tasks completed were not debriefed and reflected on sufficiently well to maximise learning.
- In the Early Years Foundation Stage, children's progress is monitored and recorded very well, and the school is piloting a similar system of assessment for the main school.

Quality of the curriculum in PSHE

The quality of the PSHE curriculum is outstanding.

- As well as being allocated a lesson a week, PSHE learning pervades the whole curriculum and is supplemented by circle time, class and school councils, and themed weeks on health and the environment.
- The social, emotional aspects of learning (SEAL) initiative has had a positive impact and is used as the basis for the PSHE curriculum. Other schemes have also been used to ensure excellent coverage of all PSHE topics.
- The school has achieved the Healthy School award and has successfully extended its provision into the Food for Life scheme. This means a range of staff, pupils and parents is actively engaged in improving the quality of food across the school and beyond.
- The Early Years Foundation Stage provides children with a range of stimulating activities and opportunities to help them develop personal and social skills and express their emotions through well-structured and guided play.
- All pupils are included well. Pupils at the early stages of learning English are respected and listened to by other pupils. Pupils who are particularly

vulnerable receive effective extra support in nurture groups to build up their social skills and self-esteem.

- Economic well-being is covered effectively. Many pupils use the school bank, take part in the Children's University and a virtual transition programme which helps them move to secondary school.
- Very effective use is made of external specialists to contribute to PSHE, including the school nurse, the Life Education caravan and a theatre group which dealt with the issue of domestic violence. The school has won a safeguarding award for this work.

Effectiveness of leadership and management in PSHE

The leadership and management of PSHE are outstanding.

- Members of the senior management team have an outstanding commitment to PSHE. They recognise its importance as the basis for raising achievement and have allocated time, personnel and resources.
- The PSHE coordinator is well-qualified, dedicated and enthusiastic. She has completed a high-quality development plan which identifies ways of maintaining progress.
- The school has an accurate picture of the standard of its work in PSHE, formed by meticulous evaluation of provision and the nature of the outcomes in terms of pupils' outstanding progress. However, PSHE lessons have not been monitored formally and, therefore, teachers' methods of delivery in the classroom are not checked and improved. There are plans in place to do this in the future.

Areas for improvement, which we discussed, include:

- moving the quality of teaching to outstanding by introducing formal lesson observations in PSHE.

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

As I explained previously, a copy of this letter will be sent to your local authority and will be published on the Ofsted website under the URN for your school. It will also be available to the team for your next institutional inspection.

Yours sincerely

Margaret Jones
Her Majesty's Inspector