

PSHE Association Case Study Series

About this case study series

This series of nine case studies has been produced by the PSHE Association under its grant from the Department for Education. The aim of the series is to highlight excellent practice in PSHE education and to try to understand more about the links between outstanding PSHE provision and outstanding whole school judgements in section 5 Ofsted inspections, as highlighted in the [2013 Ofsted report on PSHE education](#).

While the schools we are highlighting are very different, including special schools, primary and secondary schools from around England, each case study starts with a factual overview of the school and the Headteacher's view about how PSHE education contributes to the life of the school. There is then an analysis of the quality of PSHE education in the school by the PSHE Association.

The case study then looks at how the school believes PSHE education has contributed to key areas of the Ofsted inspection framework and to being judged an 'outstanding school'.

We are very grateful to all the schools that agreed to take part in this project.

St George the Martyr Church of England Primary School

Area: Camden London

School website: <http://www.stgeorge.camden.sch.uk>

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The School's Context

St George the Martyr Church of England Primary School is an inner city school located between Holborn and Russell Square in central London. It is a similar size to the average primary school and the proportion of pupils from minority ethnic groups is well above average, with the largest group of pupils from Bangladeshi heritage.

The proportion of disabled pupils and those who have special educational needs supported through school action is below average but the proportion supported at school action plus or with a statement of special educational needs is above average. The proportion of pupils supported by pupil premium funding is almost double the national average.

Ofsted judged the school 'outstanding' in its most recent inspection undertaken in December 2013, deeming the achievement of pupils, quality of teaching, behaviour and safety of pupils, and leadership and management, to all be outstanding.

In its report, Ofsted described the school as: "a very special place to be."

The perspective of the Head/senior leadership team

At St George the Martyr School, the taught PSHE programme, combined with RE, is set in a school culture that is underpinned by a strong set of set of core values and is considered to be a key component in maintaining the school's ethos. This is articulated by the Executive Head Teacher on the school website:

*St George the Martyr's motto '**Go Shine in the World**' is at the heart of everything we do at school. We aim to provide a caring, stable and intellectually and creatively stimulating environment where all children can develop to their full and individual potential. We are incredibly proud of our approach to raising achievement in all aspects of the curriculum, through developing self-confidence, motivation, self-reliance, creativity and co-operation in all we do.*

Why we feel PSHE is outstanding in these schools

St George the Martyr's developmental PSHE provision is a key part of the school's approach to realising its overall school aims. The school can clearly identify this contribution in its development plan as there are clear expectations for the PSHE education programme, broken down into learning objectives and outcomes. These are then monitored through robust assessment, scrutiny of pupils' work, and lesson observations undertaken by both the PSHE education coordinator and members of the school's senior leadership team.

Priorities for developments in PSHE education are clearly identifiable in the school improvement plan. The school's curriculum is built around 'Christian values' and these provide a values framework for the PSHE education programme. Although integrated with RE there are clearly defined PSHE education learning objectives and outcomes. There is a one hour discrete, timetabled PSHE lesson per week, however staff have the flexibility to adapt their programme to reflect their pupil's needs.

The school's PSHE education programme has been developed in-house by the coordinator and is strongly data driven, combining local authority data to identify community priorities and school-based data such as the school's behaviour log. This strong connection between the curriculum and pupil data and assessment, is helping the school to evidence the impact of any interventions and to constantly evaluate the PSHE programme.

The programme breaks the year into half-termly 'blocks' each with a different focus or theme, however there is an overarching framework of four consistent themes or concepts: self-awareness, citizenship, healthy and safe, and respect and relationships. Although the half termly themes may cover different topics, the contribution being made to each of the overarching themes is clearly identified in the school's scheme of work. Teachers are given a clear assessment framework that identifies what the school expects pupils to know and be able to demonstrate by the end of each year.

The clarity of the PSHE framework and the expectations of the programme, allow teachers to be flexible, knowing that they can steer learning back to the programme, if in the short term they need to follow the learners' interests and immediate needs. At the end of each topic pupils are given key questions to help them to reflect on their own learning, which is combined with teacher assessment.

The taught programme is enriched through immersion days where topics or issues can be explored in depth. Critically these enrich rather than replace the planned programme, through which both pre and post learning is provided.

The coordinator provides in-house training for staff on the teaching of sensitive issues and this is supported through in-service provision offered by the Local Authority, with which the school

works closely.

There are strong links between the school and parents and this transparent relationship enables the PSHE coordinator to ensure that parents are fully informed and supportive of the school's approach to PSHE education, and in particular SRE.

The school reports progress and developments in PSHE education to Governors, as part of the school's accounting system. There are also strong links between the school council and the school's governing body including regular meetings.

How PSHE contributed to success in the Ofsted inspection

Although in the most recent inspection Ofsted did not comment explicitly on PSHE education, the school believes that their programme, and the assessment data it generates, made a significant contribution to providing evidence that led to the following judgements:

Behaviour and safety

- *Parents, pupils and staff all agree that behaviour is strong and that pupils are safe in school. Bullying is rare, but pupils have a very good understanding of most types of bullying that exist, particularly cyber bullying, where an effective e-safety programme means pupils are able to stay safe when using computers. The 'playground friends' scheme ensures that all pupils are safe and play together during break and lunchtimes, meaning no child feels lonely or uncared for. This is one of the reasons why pupils enjoy playtimes so much.*
- *The school is an exceptionally caring and cohesive community where pupils' needs are paramount. All pupils and staff are valued and made to feel special, and high quality relationships are fostered. Equal opportunities and tackling discrimination are at the heart of the school's work and are promoted exceptionally well.*
- *Pupils value backgrounds and cultures other than their own.*

Leadership and management

- *The school promotes pupils' spiritual, moral, social and cultural development very well, evident in how well pupils get on with each other, irrespective of background and how well they work together in pairs, groups and teams.*

We would like to thank all the staff and students at Forest Oak and Merstone for making us welcome and giving us a valuable insight into their PSHE education programme.