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Mr D Clark  
Headteacher  
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Dear Mr Clark

### **Ofsted survey inspection programme – Personal, Social and health Education (PSHE)**

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 17 and 18 March 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 yourself, your senior leadership team, the PSHE and citizenship co-ordinator, a group of students, scrutiny of relevant documentation, analysis of students' work and observation of four lessons, form tutor time and an assembly.

The overall effectiveness of PSHE was judged to be good.

### **Achievement**

Achievement in PSHE is good.

- Students are confident, willing to express their views and listen to the opinions of others.

- Students have a good understanding of a healthy diet and the importance of physical activity.
- Students readily undertake a very wide range of responsibilities, including contributing to an influential school council.
- Students' moral and social development is good and they are well prepared for their future lives in a multi-cultural community.

### **Quality of teaching and learning in PSHE**

The quality of teaching in PSHE is satisfactory.

- Relationships between students and teachers are good.
- Teachers manage students well, so their behaviour is good.
- The pace of work in lessons is generally good.
- At times, lessons are too passive and dependent on the teacher, so students are less able to develop their skills and attitudes.
- In some lessons, the work does not fully challenge all students.
- Information and communication technology is not yet used sufficiently to help students learn PSHE
- The use of other agencies and school staff to provide guidance and support for students is outstanding, so all pupils are exceptionally well supported.
- Assessment is at an early stage and does not yet inform pupils about their progress and how well they are doing in PSHE.

### **Quality of the curriculum**

The curriculum is good.

- The PSHE curriculum is enriched in an outstanding way through the use of a very wide range of visiting specialists.
- The curriculum has been planned well, so teachers are clear about the topics they will be teaching.
- Careers and enterprise education are well represented in the curriculum.
- Students of different capabilities and with varying interests are provided with courses that meet their needs well.
- Year 11 students do not all have sufficient time to learn PSHE and some aspects of sex, drugs and emotional health are missed.

### **Leadership and management of PSHE**

The leadership and management of PSHE are good.

- A strong emphasis on students' personal development and well-being is evident in the school ethos.
- The co-ordinator is well qualified and enthusiastic. He leads a team of experienced and committed specialist teachers.
- Staff are well trained to support and advise students, but a few teachers are less confident in using active teaching strategies.

- Although some teaching is monitored, observations do not yet identify what help support is needed, or where.

**Subject issue: how well are pupils prepared for future economic well-being?**

Students' preparation for adult life is good.

- Students from Year 7 onwards begin to explore the world of work through careers education, enterprise activities, work experience and transition arrangements.
- Although there are some lessons on budgeting, students do not learn enough about personal finance and financial planning.

**Inclusion**

Inclusion is good.

- The exceptionally wide range of support and advice, together with the inclusive school ethos helps keep the most vulnerable students at school, in an environment where they feel valued.
- Students are well prepared for life in a multi-cultural society.
- At times, some students are not fully challenged by their work.

**Areas for improvement, which we discussed, included:**

- improve teaching by making sure all lessons involve students actively and that their work is suitably challenging
- develop the use of assessment more assessment tasks in PSHE.

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

**Susan Orpin  
Additional Inspector**