

Alexandra House  
33 Kingsway  
London  
WC2B 6SE

T 08456 404045  
F 020 7421 6644  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



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Mr T Hammond  
Principal  
St Luke's Science and Sport College  
Harts Lane  
Exeter  
Devon

Dear Mr Hammond

Ofsted Subject Inspection Programme- Personal, Social and Health Education (PSHE)

Thank you for your hospitality and cooperation, and that of your staff and pupils, during my visit on 25-26 September 2006 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 healthy lifestyles including the impact of the College's specialist status.

The visit provided valuable information which will contribute to our evaluation and reporting. Any published report is likely to list the names of the institutions visited, but we would not identify individual institutions within the report itself.

The evidence used to inform the judgements I made included: interviews with members of the senior leadership team, the subject coordinator, the healthy college team, members of the support and guidance teams, the canteen manager and students from Years 10 and 11, scrutiny of school documentation including the specialist bid, the schemes of work and survey data, analysis of samples of students' work, and observation of five lessons and a house assembly.

I undertook to provide a brief written version of the main points made in my feedback at the end of the visit, to support development in PSHE. This follows:

The overall effectiveness of PSHE was good with some outstanding features.

## Achievement and standards

Students have a satisfactory or better knowledge and understanding of aspects of PSHE.

- Students have a good understanding of healthy lifestyles. When in a position to do so, for example at lunch time, they make healthy food choices.
- They have a satisfactory knowledge of drugs and their effects and of aspects of sex and relationships.
- Over time, students are making good progress in developing their skills. They enjoy participating in discussion and value it as a way of exploring their understanding and opinions.

## Personal development and well-being

The personal development and well-being of students are good with some outstanding features.

- Students' health and well-being are outstanding. They have a good understanding of the importance of physical and mental health. When they can act upon their knowledge, they do so in ways that contribute to their improving health.
- The overwhelming majority of students enjoy school and feel well supported.

## Quality of teaching and learning

The quality of the teaching and learning was good.

- Lesson planning was outstanding. Teachers are aware of the needs of their students and plan lessons that set high but appropriate expectations.
- Their subject knowledge is excellent. Their exposition is accurate and delivered in ways that engage the students. Very good use is made of group and paired discussions and these techniques, combined with questioning, enable teachers to have a clear view of students' progress.

## Quality of curriculum

The quality of the PSHE curriculum is good.

- It is broad and balanced. Key themes such as drug education and SRE are addressed at times and in ways that meet students' needs. Good analysis of the contributions made by subjects to the teaching of PSHE

has ensured that students are recognising how work in a range of subjects supports their learning in PSHE.

- The team approach to providing care, support and guidance for all students is outstanding. Support for students who have learning difficulties and/or disabilities is excellent. Similarly, the team of staff leading on the management of students' behaviour provides outstanding support and guidance to students and their families. The college has developed excellent relationships with a wide range of external agencies who assist in supporting students.

### Subject leadership and management

Subject leadership and management are good.

- The coordinator has ensured that appropriate policies are in place and that teachers have the advice and support they need to teach the subject.

### Subject issue: healthy lifestyles

The students are adopting increasingly healthy lifestyles. The food provided at lunch time meets the new food standards. Students have been kept fully informed of the proposed changes and, as a result, have welcomed the developments put in place. They make healthy choices of snacks and main meals. Participation in healthy exercise is good. In addition to the wide range of sporting activities available as part of the curriculum, a high proportion of students take part in healthy activities at other times in the school day.

The College's specialist status has done much to raise students' awareness of the importance of a healthy lifestyle. The college makes excellent use of data such as that from the '*Fit To Succeed*' survey. The outcomes of the survey have been carefully analysed and have had a positive impact on teaching, the PSHE curriculum and the ways in which students are supported and guided. The high quality of the development plan is underpinning further development in the college.

### Inclusion

This is an inclusive school. Awareness of the needs of all students is exceptionally good. Specialist staff have provided training for teachers and teaching assistants so that they understand and can meet the needs of all students. In all the lessons observed, all students could access the work which was differentiated to meet their needs. The senior leadership team is determined to work in partnership with parents and others to ensure that all students can succeed.

Areas for improvement, which we discussed, included:

- how to raise the aspirations of students when they first join the school
- review of the CEG programme in Years 7 and 8 so that it helps to raise students' awareness of opportunities available to them in the future
- how it can follow up and respond to some of the issues raised by the wealth of data it has about its students.

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

As I explained, a copy of this letter will be sent to your local authority and will also be available to the team for your next institutional inspection.

Yours sincerely

Peter Griffiths  
Her Majesty's Inspector of Schools