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Mrs M T Donnelly  
Headteacher  
St Edward's RC Primary School  
Lisson Grove  
London  
NW1 6LH

Dear Mrs Donnelly

**Ofsted 2010–11 subject survey inspection programme: physical education (PE)**

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 23 November 2010 to look at work in PE.

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 and pupils; scrutiny of relevant documentation; and observation of three lessons and other activities.

The overall effectiveness of PE is outstanding.

**Achievement in PE**

Achievement in PE is good overall with outstanding aspects of personal development.

- All pupils meet the expected levels by the end of Year 6 with a good proportion working above this. At times, the most able pupils are capable of even more and would benefit from even greater challenge. All pupils make good progress in a broad range of activities during lessons and over time because of the quality of teaching and high expectations. Pupils with special educational needs make the same progress as others in their class.
- Pupils have very positive attitudes towards PE, thoroughly enjoy lessons and persevere to improve their work. They are highly motivated and want to learn. Behaviour is extremely good at all times and exemplary on the walk to the swimming pool because of clear routines and expectations. Pupils have high levels of understanding in how to lead a healthy active lifestyle and the vast majority choose to be active at break, lunchtime and after school. They understand how to keep themselves safe in PE

activities. Not all pupils have opportunities to take different roles in lessons, especially in leading activities, but the subject leader has already identified this as an area for improvement.

- The pupils' voice is a strong, influential and outstanding aspect of work in the subject. They are regularly asked for their views and to evaluate provision and subsequent changes have been made to better meet their needs and interests.

### **Quality of teaching in PE**

The quality of teaching in PE is good with outstanding aspects.

- Pupils have benefited from specialist teaching for the last three years. Coaches have very good subject knowledge and understanding of the pupils' prior learning. They use these to effectively plan work that matches the needs of pupils with different levels of ability, including different resources, tasks and/or groups. A range of teaching styles is used in different situations but there is sometimes over-reliance on teacher directed activities.
- The pace of lessons is good to ensure that pupils are engaged, motivated and learning at a good rate. Staff have very high expectations of pupils' verbal input and physical participation in lessons and pupils respond positively. Staff observe pupils' work carefully and intervene with specific feedback on how to improve, leading to faster progress in skill development and/or better understanding of the activity. As a result, pupils know how well they are doing and what they need to do next.
- Baseline and ongoing assessments are comprehensive and well in advance of many other primary schools. Staff use National Curriculum levels of attainment to assess and monitor pupils' progress over time and to plan activities that match their needs. Opportunities for pupils to observe, assess and evaluate their own and others' work are not securely embedded into all lessons.

### **Quality of the curriculum in PE**

The quality of the PE curriculum is outstanding.

- The curriculum is very broad and offers an excellent range of traditional and non-traditional activities to interest and engage all pupils in physical activity. It helps pupils to explore and develop their skills in a range of different activities as a good amount of time is allocated to each unit of work. The curriculum is adapted annually to ensure it meets the needs of the different age groups as they move through the school and all expectations of the National Curriculum. Pupils are helped and guided very well to find an activity they want to pursue outside school. All pupils meet the expectation for two hours of high-quality PE in the curriculum and at least one additional hour as part of an extra-curricular programme.
- The school makes excellent use of commercial schemes of work and a coaching company with expert subject knowledge to support and develop teaching and to ensure pupils make good progress. Effective links are

created between subjects where possible, such as the development of literacy skills and linking science, PE and personal, social and health, so that pupils develop a more in-depth understanding of their work. Information and communication technology is starting to be used such as setting and reviewing learning objectives but is not embedded into other parts of lessons.

- A good range of extra-curricular activities is available for different age groups, including opportunities to be active before school every day. Girls and boys' football has a particularly high profile in the school.

### **Effectiveness of leadership and management in PE**

The effectiveness of leadership and management in PE is outstanding.

- The subject has been very well led and managed by you since the move of the previous subject leader to the Borough PE team in September. You have provided the drive and ambition for continuous improvements and in providing the best opportunities for pupils in PE. This strong combination has led to radical and positive changes in recent years, particularly, to the activities offered in the curriculum, the introduction of specialist teaching and excellent opportunities for staff professional development. Teaching assistants and lunchtime supervisors have also accessed training which enables them to give excellent and specific support in lessons and/or lead playground physical activities very well.
- Procedures for monitoring and evaluating provision are comprehensive and ensure that you know the strengths and areas for improvement thoroughly. The outcomes are used to formulate an action plan focused firmly on raising pupils' attainment and the quality of teaching further, alongside extending pupils' experiences in PE and school sport (PESS). Reports to the governing body ensure that they understand pupils' experiences in PE and the linked governor is supportive while holding subject leaders to account for developments.
- The profile of PE is very high in and around the school. Excellent links have been created with local sports clubs and a local independent girls' school so that pupils have an opportunity to experience PESS in specialist facilities. The school has a large amount of equipment and resources to help pupils of all abilities achieve success in PE lessons and for use at playtimes.
- Impact of the local sports partnership is good especially in providing professional development for staff and a greater number of opportunities for festivals and competition in sport.

### **Areas for improvement, which we discussed, include:**

- providing more opportunities for pupils to assess and evaluate their own and others' work so that they better understand their own progress and can identify ways to improve for themselves.

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

As I explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. Except in the case of academies, a copy of this letter is also being sent to your local authority.

Yours sincerely

**Judith Rundle**  
**Her Majesty's Inspector**