

Aviation House
125 Kingsway
London
WC2B 6SE

T 0300 123 1231
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



16 February 2011

Mrs S Quartson
Headteacher
Chase Side Primary School
Trinity Street
Enfield
EN2 6NS

Dear Mrs Quartson

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 3 February 2011 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 documentation; analysis of pupils' reports; and observation of four lessons.

The overall effectiveness of PE is outstanding.

Achievement in PE

Achievement in PE is good.

- Pupils attain standards that are above those expected by the end of Year 6. This is because of the outstanding range of opportunities and the good quality teaching and coaching that take place during curriculum time and in extra-curricular activities. The great majority of pupils reach the expected standard in swimming by the end of Year 5 and additional provision has been added this year to allow those who did not reach this standard to have additional swimming tuition in Year 6. Pupils make good progress from their below average starting points. Pupils' awareness of healthy and active lifestyles is outstanding.
- Older pupils have very good opportunities to become play leaders through the 'friendship crew' and work with younger pupils on a range of different activities at break times and lunchtimes.

- Pupils talk very positively about PE and sport in the school. Most are enthusiastic in lessons and an increasingly high proportion take part in extra-curricular clubs.

Quality of teaching in PE

The quality of teaching in PE is good.

- Teaching is good overall with aspects that are outstanding. Expectations are high. Teachers and coaches effectively guide pupils to improve their skills, tactics and compositional skills. However, there are inconsistencies in the quality of opportunities provided for pupils to evaluate and improve their own work and that of their peers. Because of this, opportunities are missed for pupils to develop the quality of their performance.
- Information and communication technology (ICT) is used effectively to support learning. Video clips are used well to demonstrate expectations and inspire pupils with expert performances. In some lessons, video cameras effectively capture sequences and activities and these assist greatly in linking learning between lessons.
- The inclusion of and support for pupils with special educational needs and/or disabilities are outstanding. Work is well adapted and teaching assistants are deployed very effectively so that pupils can join in and achieve in line with their peers.
- Procedures for assessing and recording pupils' progress are effective and useful in ensuring progress for different groups. Individual education plans ensure effective opportunities are available to nurture and develop pupils who are identified as gifted in PE.

Quality of the curriculum in PE

The quality of the PE curriculum is outstanding.

- Pupils are provided with an outstanding and continually improving curriculum that is very well matched to their needs. It offers a broad range of opportunities that covers all six areas of the National Curriculum. A comprehensive scheme of work is adapted well to meet the full range of needs and abilities within the school. Blocks of work are organised and planned to support pupils' skill development year-on-year. Increasingly, the school is finding opportunities to develop PE across the curriculum. A recent successful example of this was a whole-school project entitled 'fighting fit'. In this work, pupils learnt about staying healthy and the importance of exercise. They developed their knowledge of fitness and health while also increased their skills in numeracy, literacy and ICT.
- In response to pupils' and parents' requests, extra-curricular provision has been strengthened considerably. The school employs a full-time coach who leads on the development of competitive sport. Non-competitive clubs are also strong with Wii Fit, salsa, country dance and multi-skills being offered alongside a comprehensive variety of games and sports. The large majority of pupils across the school participate in extra-curricular physical activity.

- All pupils are timetabled for over two hours of PE and physical activity each week. The number of pupils taking part in three hours of physical activity each week is above average and increasing with the school becoming increasingly effective at directing pupils to local sports clubs.
- Children in the Reception class make a very good start in PE through the 'leap into life' programme. They clearly enjoyed their learning and demonstrated skills higher than those typical for their age.
- The school has a small single hall that is also used for school lunches. One otherwise outstanding lesson was disturbed by the need to move trolleys from the kitchen to the hall. Teachers and kitchen staff worked very well together to ensure safety was maintained, but the work of the pupils slowed as the limited available space was compromised further.
- The school works very well with several other local schools and clubs who allow the school to use their physical resources to extend provision. This enables the school to provide the rich and diverse curriculum currently on offer.

Effectiveness of leadership and management in PE

The effectiveness of leadership and management in PE is outstanding.

- Leaders are focused on improving provision with a determined rigour. Self-evaluation is exceptionally accurate and based on a thorough understanding of the PE National Curriculum and the needs and aspirations of the school community.
- Teachers' professional development is supported well. Newly qualified teachers are given in-depth induction training so that they understand the processes involved in teaching high-quality PE. Teachers generally have a real desire to continue to improve their teaching of PE. Even when teaching is good or better, teachers are hungry to know what else they can be doing to increase achievement in their lessons.
- PE has a very high profile around school. Displays and photographs that celebrate PE and sport abound. Olympic values are promoted across the school and in different subjects. Leaders are determined to overcome the obstacles they face in relation to the limitations of their school site to deliver the subject. They are proactive in finding innovative solutions and partnerships to make the very best use of what they have and what partners can offer.

Areas for improvement, which we discussed, include:

- ensuring that pupils are given opportunities to evaluate and improve their work and the work of their peers
- continuing to seek ways of improving the accommodation available for PE and sport.

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

Michael Sheridan
Her Majesty's Inspector