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Mr D Foster  
Headteacher  
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Dear Mr Foster

### **Ofsted 2012–13 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 1 May 2012 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 good.

#### **Achievement in PE**

Achievement in PE is good.

- Pupils make good progress. The vast majority reach or exceed the expected levels by the end of Year 6, including in swimming. They make slightly better progress in gymnastics and dance because of the better quality teaching in these activities. Similar to the national trend, boys attain better in games and girls in dance. Short, 30-minute lessons do not enable all pupils to achieve what they are capable of, especially higher attaining pupils. Those with a disability or identified with special educational needs make the same good progress as others in the class because of the good support they receive.
- Pupils make good progress in using the evaluation and improvement strand of the PE National Curriculum which has a high profile in most lessons. Pupils have excellent knowledge and an in-depth understanding of how to lead a healthy active lifestyle and its impact on their own health

and fitness. They have good opportunities to select, apply and improve their own and others' work and in the best lessons this leads to high levels of collaboration, productive discussions and perseverance to improve.

- All pupils spoken to commented on how much they enjoy PE and that teachers make lessons fun. As a result, pupils have very positive attitudes towards PE and participation rates are high in lessons and extra-curricular activities. Pupils were enthusiastic about trying new activities and being helped to 'find something we want to do outside school'. Older pupils recently trained as young sports leaders are looking forward to organising playground games for younger pupils in the school.

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

The quality of teaching in PE is good.

- Teaching is good overall. Teachers have secure subject knowledge and use this to set high expectations, clear learning intentions and give helpful feedback. They use questioning effectively and the pace of learning is good or better in most lessons. In the best lessons, pupils are physically active for most of the lesson. Teachers use praise well. Pupils understand how well they are doing and their precise next step in learning.
- Teachers plan work well to meet the needs of low attaining pupils, those with a disability or identified special educational need. Pupils unable to participate in lessons are given meaningful roles such as videoing performances or giving feedback to their peers. Inclusion is a strength of provision overall although the level of expectation and challenge for higher ability pupils is inconsistent between lessons.
- A good range of resources and equipment is used to support teaching. The use of digital cameras for evaluation and improvement is emerging although teachers miss opportunities to exploit this fully in lessons.
- New strategies and criteria have been introduced to assess pupils' progress at the end of units of work and pupils have increasing opportunities for self- and peer-assessment. More time is needed to see the impact of this on pupils' attainment. Opportunities are missed to display the assessment criteria in PE working areas to help pupils understand how well they are doing and their next steps in improvement.

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

The quality of the curriculum in PE is good.

- Teachers place good emphasis on developing the core skills of PE across a range of activities. Commercial schemes of work are adapted well to support teaching and to meet the needs of mixed-age classes. However, the allocation of time does not enable all pupils to make rapid progress.
- Good links are created between subjects, especially in dance. Pupils in Years 3 and 4 thoroughly enjoyed choreographing dances linked to their class topic of robots and produced imaginative work as a result.

- The extra-curricular programme has been enhanced this year with additional activities and competitive opportunities. Detailed analysis of participants has enabled effective targeting of less confident or reluctant pupils with specific activities to match their needs and interests. For example, a multi-skills club and engaging all pupils in a 'Be inspired 4 Life' programme.

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

The effectiveness of leadership and management in PE is good.

- You provide good support for PE and, combined with the new PE subject leader, have successfully and quickly raised the profile of PE in the school. The subject leader has good knowledge and understanding of the strengths and weaknesses of the subject and has set a clear and ambitious focus for further improvement. Actions taken this year have led to improvements in provision and assessment. She also recognised the need to share good practice more widely and initiated this swiftly. The action plan for PE focuses well on improving provision further but its impact on pupils learning and progress has not been fully evaluated.
- The school has a good range of resources and equipment which support lessons and pupils' physical activity during breaktimes and lunchtimes.

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

- revising the allocation of time for PE so that pupils access longer lessons that enable more of them to make progress in line with their capabilities
- raising standards further by ensuring greater consistency in the quality of teaching by:
  - raising the level of expectation and challenge, especially for higher attaining pupils
  - using digital cameras to extend further evaluation and improvement activities
  - using praise with purpose so that all pupils understand how well they are doing and their precise next step in learning.

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

As 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. A copy of this letter is also being sent to your local authority.

Yours sincerely

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