

Aviation House
125 Kingsway
London
WC2B 6SE

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



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Mr C Brooks-Martin
Headteacher
Hurstbourne Tarrant Church of England Primary School
Church Street
Hurstbourne Tarrant
Andover
SP11 0AX

Dear Mr Brooks-Martin

Ofsted 2012–13 subject survey inspection programme: physical education (PE)

Thank you for your hospitality and cooperation, and that of your staff and pupils, during my visit on 12 June 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 four lessons.

The overall effectiveness of PE is good.

Achievement in PE

Achievement in PE is good.

- Pupils make good progress and attain standards that are increasingly above expectations because of good-quality teaching and high expectations. All pupils attain the expected standard in swimming by the end of Year 6. Pupils acquire and develop new skills in a broad range of activities. Most are able to select and apply skills appropriately to choreograph simple dance phrases both individually and in pairs. Children in the Early Years Foundation Stage make the expected progress in their physical development although some are capable of attaining more.
- All pupils are effective in evaluating and improving their work because of the emphasis given to developing these skills in lessons. Pupils observe each other's work, accurately identify the strengths and offer useful suggestions on how to improve. They are less confident in their

knowledge, skills and explanations of the differences between tactics, composition and choreography. They have good understanding of how to lead healthy active lives and the benefits of exercise on the body.

- Pupils have good opportunities to undertake leadership roles in lessons and as play leaders. They enjoy taking responsibility as house captains, especially in organising teams during sports day. Pupils enjoy PE; they concentrate well in lessons and persevere to improve. They show high levels of fitness, concentration and collaboration during lessons.

Quality of teaching in PE

The quality of teaching in PE is good.

- All teachers have good subject knowledge. Where this is outstanding it is used to set high expectations of movement quality and of pupils' use of subject terminology. Good relationships exist between staff and pupils. Planning is thorough, learning objectives are set clearly and build well on pupils' previous learning. Inclusion and equality of opportunity are strengths of the provision. Pupils eligible for free school meals and whose circumstances may make them vulnerable receive good support and consequently make the same good progress as others in the school. Gifted and talented pupils benefit from extension tasks in lessons and enrichment opportunities through the local sports cluster. At times, higher ability pupils are not challenged well enough and some tasks do not include enough direct teaching of skills and ideas to support the learning of lower ability pupils.
- Staff are skilled at observing and intervening with helpful feedback on how to improve further. They question pupils effectively to help them find creative solutions to tasks. Good use is made of information and communication technology as an initial stimulus and for instant feedback. For example, pupils watched clips of silent movies to help them recognise the importance of gesture, unison and canon in dance and to video each other's work. New assessment procedures have clear criteria to assess skills and the strands of the PE National Curriculum. However, assessment criteria are not shared with pupils to enable them to understand more fully how well they are doing and the next steps in their learning.

Quality of the curriculum in PE

The quality of the curriculum in PE is good.

- The curriculum is broad and offers a good breadth of experiences in lessons and during enrichment activities. All pupils access two hours of PE each week with additional short sessions twice a day of 'activate'. The curriculum is well organised to meet the needs of pupils in mixed-age classes and the school makes good use of commercial schemes of work to support teaching and learning. Children in the Early Years Foundation Stage benefit from a broad range of activities to develop their gross and fine motor skills both indoors and outdoors.

- Excellent links between PE and other subjects are exploited fully through the school's creative curriculum. For example, when using *The Simpsons* as a stimulus for healthy living through the topic 'From couch potato to super spud', exploring the Olympic values in 'Going for Gold', and when learning Indian dances as part of 'Spice of Life'. The extra-curricular programme is impressive for a small school. Pupils have good opportunities to compete against other schools, take part in dance festivals, tournaments and experience outdoor and adventurous activities during a residential trip.

Effectiveness of leadership and management in PE

The effectiveness of leadership and management in PE is good.

- The subject leader and senior leaders know the strengths and weaknesses of the subject well. Good plans are in place to increase the opportunities to monitor and evaluate the subject more fully. Action plans focus firmly on improving provision and raising achievement further, and link well with whole-school priorities. The subject leader is a model of good practice. He has good knowledge of initiatives in PE and school sport and knows how to exploit these to ensure the best opportunities for pupils at the school. He has led professional development for staff and has appropriate plans to moderate and evaluate the new assessment procedures.
- The profile of PE has been raised in recent years with regular entries in the school's newsletters, prominent displays of PE around the school and increased links with local sports and community groups. Pupils are enthusiastic about their successes and efforts being publically rewarded during celebration assemblies. Pupils benefit from a good range of resources, equipment and facilities to support lessons and their active play at breaks and lunchtimes.

Areas for improvement, which we discussed, include:

- ensuring consistency in the challenge for more able pupils and in probing questioning to extend pupils' initial responses and independent thinking further
- sharing the assessment criteria with pupils so they understand more fully how well they are doing and their next steps 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