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Mrs S Halsall
Headteacher
Little Hoole Primary School
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Dear Mrs Halsall

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 11 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 subject documentation and observation of three lessons.

The overall effectiveness of PE is good.

Achievement in PE

Achievement in PE is good.

- From average starting points, pupils reach above average standards of attainment in PE. Boys and girls perform equally well and make good progress in lessons. Almost all pupils reach the expected level in swimming.
- Disabled pupils and those with special educational needs make good progress because lessons are appropriately adapted so they are able to participate fully.

Quality of teaching in PE

The quality of teaching in PE is good.

- Teachers and external coaches plan a range of activities to help pupils acquire and develop skills. Pupils enjoy PE lessons a great deal and are enthusiastic about their learning and achievement. They develop a good understanding of the importance of staying healthy and develop positive attitudes to fitness and health.
- Teachers use their own enthusiasm for sport to motivate and engage pupils, and bring the subject alive. Teachers demonstrate different strengths which, when used together, provide an exceptionally strong model for teaching. In two lessons observed, pupils were highly engaged in evaluating their work and that of others to improve. In a golf lesson, pupils used technology effectively to record and evaluate their stance and swing, and provide the teacher with up-to-date assessment information. In another lesson, a rapid pace and focused questioning allowed pupils to improve their athletics skills quickly. Support was used very well to enable disabled pupils and those with special educational needs to participate fully and competitively.

Quality of the curriculum in PE

The quality of the curriculum in PE is good.

- Long-term plans show that all six areas of the National Curriculum are covered and progression is planned from year to year. Pupils are very positive about all areas of the National Curriculum; talking enthusiastically about events over several years.
- Pupils who do not reach the expected level for swimming in Year 4 are provided with additional swimming lessons so almost all of them reach the expected standard by the time they leave the school.
- Until recently, the school has provided a very good range of after-school sporting opportunities. There remain exciting opportunities for dance performance and competition that pupils appreciate. However, the school recognises that there are fewer after-school sports clubs now than in the past.

Effectiveness of leadership and management in PE

The effectiveness of leadership and management in PE is good.

- Leadership of the subject has been turbulent recently. The subject leader was absent during this inspection. Senior leaders have taken control effectively and have continued to build on the good provision already in place. Documents in school, including subject self-evaluation and records of partnership work, show that the subject leader is developing PE and school sport effectively.
- While leaders have a clear understanding of the strengths and weaknesses within the curriculum, teachers have too few opportunities to learn from each other's expertise. There is some monitoring of the quality of PE teaching through short drop-ins. These focus on the enjoyment and participation of pupils and less on the effective qualities of teaching.

- Pupils' views are taken into account when planning improvements. Currently leaders are focusing on innovative ways to reinvigorate the range of sports available after school.

Areas for improvement, which we discussed, include:

- developing provision beyond the curriculum that captures pupils' interest for recreational sport and activity
- providing opportunities for leaders and teachers to identify and share best practice.

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

Michael Sheridan
Her Majesty's Inspector