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Mr A Crossley-Holland
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Dear Mr Crossley-Holland

Ofsted survey inspection programme – Physical Education

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 14 November 2006 to look at work in physical education (PE).

As outlined in my initial letter, as well as looking at key areas of the subject, the visit had a particular focus on the Physical Education School Sport and Club Links (PESSCL) strategy.

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. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: interviews with staff, a group of pupils, the school sport coordinator, the partnership development manager and local sports colleges' director of sport, scrutiny of relevant documentation, and observations of two lessons.

The overall effectiveness of PE was judged to be good.

Achievement and standards

Achievement and standards are good.

- The school promotes pupils' personal development and well being effectively through PE, school sport and healthy living.
- The very good teaching and learning in the foundation stage gives pupils the required knowledge, skills and understanding to achieve well as they progress through the school.

- Pupils display positive attitudes, behave very well and take every opportunity to get involved in physical activity during lessons, at breaks, lunchtimes and in after-school sport. They thoroughly enjoy PE.
- The school ensures that the vast majority of pupils achieve the minimum requirements for swimming.

Quality of teaching and learning of PE

The quality of teaching and learning is good.

- Teachers use their good subject knowledge to plan activities that build on previous learning, challenge all pupils to work hard and promote enjoyment. Pupils work for sustained periods of time to refine and improve their work.
- Teaching assistants are used well to provide additional support for those pupils who need it and to assess how well pupils are achieving.
- Demonstration is used well by teachers to exemplify skills and actions but less use is made of exceptional pupils to illustrate the required standards and what other pupils need to do to attain them.
- Some progress has been made in assessing how well pupils are doing but procedures are currently under-developed.

Quality of the PE curriculum

The quality of the curriculum is good.

- Pupils are taught all six areas of activity including swimming which is delivered off-site by qualified coaches, and a residential experience of outdoor and adventurous activities.
- A wealth of opportunities for out-of-school hours learning ensures the majority of pupils achieve the minimum target set by the PESSCL national strategy for participation in two hours PE and school sport. A significant number of pupils in Key Stage 2 exceed this target.
- Pupils are encouraged to take responsibility and develop their own leadership skills. Year 5 pupils act as sports monitors to supervise the distribution of play equipment during break times. Year 6 pupils, trained by the school sports coordinator deliver sporting activities for younger pupils during lunch-times.
- There are fewer opportunities for Key Stage 1 pupils to participate in extra curricular activities after school.

Leadership and management of PE and sport

Leadership and management of PE and sport are good.

- Knowledgeable and committed subject coordinators have made good use of the school sports coordinator to enhance PE provision and to develop a wealth of enrichment opportunities that promote school sport and physical activity.
- Detailed policies and schemes of work provide teachers with a clear framework to help them plan effective lessons.
- Partnership working with the school sport coordinator has ensured access to regular professional development for staff which has led to improvements in teaching and learning and an increase in the number of after-school clubs.
- Limited time is available for the subject coordinator to monitor the overall quality of teaching and learning in PE.

The impact of the PESSCL strategy

- The PESSCL national strategy is having a good impact on improving the quality of teaching and learning and is increasing the range and amount of enrichment activities throughout the school day.
- The school works well with the school sports coordinator and is always eager to get involved in new developments in PE and sport.
- In-service training organised by the school sports coordinator has given teachers the confidence and competence to deliver good quality PE lessons.
- Community links have been enhanced through the supportive work of Year 11 young leaders from the local sports college, who visit the school to organise and lead sport for younger pupils.
- There are some established links with local sports clubs in the local community.
- The ten outcomes for high quality PE and school sport are not yet fully embedded across the partnership to help improve standards further.

Inclusion

- This is an inclusive school in which all pupils have equal access to the curriculum and to the extensive enrichment programme.
- Pupils with learning difficulties and disabilities are provided with regular targeted support once a week. A group of pupils who display under-developed balance, movement and spatial awareness skills are taught how to improve their fine and gross motor skills for use in PE, the playground and in the classroom. The noticeable improvements to the hand-writing of some pupils have led to the programme being integrated into PE lessons in the foundation stage. It is highly valued by pupils.

Areas for improvement, which we discussed, included:

- continue the development of effective assessment procedures that inform pupils of how well they are doing and explain what they need to improve to attain higher standards
- investigate how the school and the school sports coordinator can work together to increase opportunities for Key Stage 1 pupils to participate in more extra curricular activities
- create more time for the subject coordinator to monitor the quality of teaching and learning in PE.

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

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

John Mitcheson
Her Majesty's Inspector.