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Mr Ridge
Headteacher
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Dear Mr Ridge

Ofsted survey inspection programme – Physical Education

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 20 November 2007 to look at work in physical education (PE).

As outlined in my initial letter, as well as looking at key areas of PE, the visit had a particular focus on the continuity of learning between key stages.

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 and pupils, scrutiny of relevant documentation, analysis of pupils' reports and observation of two lessons.

The overall effectiveness of PE was judged to be outstanding.

Achievement and standards

Achievement in PE is good overall and outstanding in games.

- Achievement is good across all age groups in the school with pupils attaining standards that are well above average by the end of Year 6. They make good progress because of well-planned teaching.
- Boys and girls attain equally well. Pupils with learning difficulties or disabilities are fully included in lessons and make the same progress as other pupils in the school.

- Outstanding opportunities are given for pupils to develop their understanding and use of the four strands of the PE National Curriculum. They are particularly good at selecting and applying their learned skills to produce a dance phrase or to select the correct shot in tennis. All pupils have developed an excellent knowledge of leading a healthy lifestyle. They are able to explain why healthy eating, hydration and exercise are important.
- The school has a high success rate in team competitions reflecting the commitment of a large number of staff and governors.
- Pupils have outstanding opportunities for personal development in PE. They undertake the role of sports leaders with maturity and talk with genuine enthusiasm about organising a festival for their partner infant school. They also relish the opportunities to coach their peers and younger pupils in physical activities. Sports monitors are proud of and enjoy the responsibilities for organising class and playground equipment.
- Pupils have excellent opportunities to feedback on PE provision and make suggestions for improvement such as the digital PE display board in the school reception area.
- Pupils work co-operatively in small groups and pairs, listen attentively to each other's feedback and behaviour is exemplary in PE lessons. They work safely in confined spaces and show respect for each other's work.

Quality of teaching and learning

The quality of teaching and learning is good.

- Teaching is good overall. Lessons are thoroughly planned and this enables pupils to make good progress.
- A good range of teaching methods is used to engage pupils in their work, sustain interest and pace. Teachers are good at intervening to bring about improvement in the quality of work and successful completion of tasks.
- Schemes of work in PE are comprehensive and support teaching very well. All staff have a file of plans, resources and activities for their class. The school make good use of commercial documents that are adapted very well to meet the needs of classes. Work is planned particularly well to challenge pupils that are more able.
- Assessment information is starting to be used to more carefully track pupils' progress over time and challenge them further. National Curriculum levels of attainment have been adapted so that pupils are starting to understand how well they are achieving and what they need to do to improve further. Systems for pupils to assess their own work have also been introduced; however, these processes are not yet embedded into all lessons.

- Although photographic evidence is kept of performance and good use is made of still images to help set learning objectives, limited use is made of video to record and evaluate performances for improvement.

Quality of curriculum

The quality of the curriculum is outstanding.

- The curriculum has breadth, balance and is comprehensively planned to ensure that pupils experience a rich and varied diet of PE and school sport. Excellent links are made to other subjects. For example, the emphasis on using key PE vocabulary in each activity and learning the sailors' hornpipe when studying local naval history.
- All pupils have two hours planned curriculum time and the vast majority take up the opportunities offered in extra curricular clubs, festivals and tournaments. Pupils also have excellent opportunities for residential experiences in outdoor and adventurous activities and using secondary partner facilities such as the tennis centre.
- Pupils have outstanding opportunities to work alongside professional sports people. The poems produced as part of the 'Playing for Success' project with Portsmouth Football Club reflect the pupils enthusiasm and diligence to complete stimulating work on their experiences. Pupils also bubble with enthusiasm on working with an England hockey player to improve their own skills.
- Pupils of all ages display very positive attitudes to learning in PE. They all say how much they enjoy the subject and the extra curricular activities.

Leadership and management of PE

The quality of leadership and management in PE is outstanding.

- Leadership of the subject is outstanding. The subject leader has excellent subject knowledge that she uses extremely well to ensure both staff and pupils are supported well in lessons. She has a thorough understanding of the strengths and weaknesses of the subject and has shown gritty determination to improve provision in the last couple of years.
- The subject development plan is thorough, it has good criteria to judge if actions have been successfully implemented and has set a clear direction for further improvement. Links with whole school priorities are excellent.
- PE has a high profile in the school; all staff are good role models and are committed to the delivery of high quality opportunities.

- Due to secure monitoring of the subject and thorough evaluation of findings, staff have been enabled to access appropriate professional development that has helped in their confidence to deliver PE.
- The subject leader has also undertaken a comprehensive analysis of pupils' progress over time, against the 10 high quality outcomes for PE. However, there is a missed opportunity to share this information with the secondary partner school to support transfer between Year 6 and 7.
- The school has a very good range of resources and make best use of both their own and partners facilities to enhance sporting experiences.
- Opportunities have been further enhanced since the involvement with the school sports partnership. For example with professional development for the subject leader, reviewing and writing schemes of work and more festivals and tournaments for pupils.

Subject issue – Continuity of learning between key stages

- Transition between Key Stage 1 and 2 has been greatly enhanced because of the close working relationship forged between the two subject leaders, both of whom are fully committed to providing the best provision for pupils.
- The transition festival between Key Stage 1 and 2 introduces pupils to junior facilities and activities, staff and sports leaders well.
- Links between Key Stage 2 and 3 have been further strengthened via the school sports partnership activities although limited information is exchanged between the two schools on pupil's attainments in PE.

Inclusion

- All pupils are included in PE lessons and those with learning difficulties and disabilities are supported well by teaching assistants.
- Gifted and talented pupils are identified in all age groups and have accessed a good range of city provided activities, many linked to working with sports students from the local University.

Areas for improvement, which we discussed, included:

- embedding the use of assessment into all classes
- finding ways to share the analysis of pupils' progress against the 10 high quality outcomes of PE with secondary partners
- increasing the use of ICT to record, evaluate and improve performance.

I hope these observations are useful as you continue to develop PE 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

Judith Rundle
Her Majesty's Inspector