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Mr P Shawley
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Dear Mr Shawley

Ofsted survey inspection programme – Physical Education

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 05 March 2008 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 assessing the PE contribution to the outcomes of Every Child Matters, particularly being healthy.

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, observation of three lessons and other activities.

The overall effectiveness of physical education was judged to be good.

Achievement and standards

- Pupils achieve well in PE. They start school with physical skills which are below expected levels and leave attaining standards which are mostly at or above average. The school is unable to demonstrate this clearly as records of progress and achievement are not collected after the Foundation Stage. Only just over half of pupils in Year 6 are able to meet the national standard in swimming. Pupils' achievements in PE are enhanced by having the chance to take part in additional sports activities in school and in the community.
- Pupils enjoy PE, show good attitudes and participate enthusiastically in lessons. Those interviewed are able to talk about why it is important to

take exercise to keep fit. They also know about how other aspects of healthy living contribute to their overall well-being, such as eating a balanced diet. They appreciate why it is important to warm up at the start of lessons and can explain the effects of exercise on their bodies. Pupils' self-esteem and personal achievements are boosted by their involvement in sport. Year 6 pupils take responsibility for organising play equipment at lunchtimes and acting as playground buddies. There are plans to train Year 5 pupils to become play leaders.

Quality of teaching and learning of PE

- Teaching and learning are good. Pupils make particularly good progress with acquiring, developing and applying their skills. The school benefits from having a number of staff who are specialists in teaching aspects of PE. The quality of teaching observed in after-school clubs was also good and this boosts the achievement of those pupils who are involved.
- There were a number of strengths in the lessons observed during the inspection. Teachers had high expectations for pupils' good behaviour and full participation. A suitable lesson structure was adopted and learning objectives were clear in teachers' planning. Teachers used demonstrations well to support their explanations and show pupils what they were aiming to achieve. Resources were used effectively to support learning. Pupils were challenged well, and had the chance to discuss the outcomes of their responses and how they might be improved, particularly in the Year 3 lesson. In Year 6 learning was linked successfully across a number of subjects.
- Teachers use questioning and observations in lessons to assess pupils' responses. Pertinent teaching points are made to help pupils achieve high quality outcomes. This was less effective in the Year 1/2 gymnastics lesson. Reports are written for parents on pupils' achievements in PE; they are more detailed and better matched to pupils' learning outcomes in the Foundation Stage. Improvements are planned in assessment to enable teachers to make judgements on pupils' attainment and progress after a series of lessons. We discussed how more use could be made of information and communication technology (ICT) to support teaching and learning, including assessment.

Quality of the PE curriculum

- A balanced programme, which includes all areas of learning, is included in a good curriculum. Teachers plan from a published scheme of work which has been recently purchased to improve continuity in learning. Pupils receive two hours of timetabled PE each week and swimming is included for Year 5. Outdoor and adventurous activities are to be extended with orienteering challenges in the school grounds. Currently, pupils in Year 6 can attend a residential visit which includes a range of outdoor learning opportunities. Where possible teachers try and link learning in PE to other subjects such as history and English.
- Several after-school clubs are available for mostly older pupils. These include new activities, such as Tae-kwon-do, which has been successfully introduced to get more pupils involved. Participation rates are not as high

in Years 3 and 4 and there are no clubs available for pupils in Key Stage 1. The school enters teams in several sports tournaments, winning competitions recently in football and athletics.

- Accommodation is good, with two halls and plenty of outdoor space. Plans have been drawn up to establish an adventure play area for Key Stage 1 and 2 pupils and introduce more playground zoning. Good opportunities for playing sport are available at lunchtime with members of staff and local secondary school students supervising the activities. Children in Reception do not have easy access to outdoor play facilities during lesson time, but at lunchtime they take part in structured and independent play activities organised by the school's play-leader.

Leadership and management of PE

- Leadership and management of PE are good. PE and sport are given a prominent profile by senior leaders who appreciate the importance of regular high quality physical activity for pupils adopting healthy lifestyles. The subject leader is enthusiastic, well organised and knows what is required to improve provision further. She has revised the school PE policy and drawn up a useful action plan which includes a number of suitable priorities. We discussed how this might include more sharply defined targets matched to standards and achievement. The school's curriculum team approach enables the PE subject leader to share her ideas with, and gain support from, her colleagues.
- Involvement in the sports partnership programme has helped improve provision and the subject leader and some teachers have benefited from attending training courses. Plans are in place to complete lesson observations to check on how teachers are using the new scheme of work. We discussed how monitoring and evaluation might be extended further by analysing more closely standards and achievement and taking pupils' views on the quality of provision. Leaders use regular newsletters for parents to report on pupils' achievements in PE and publicise forthcoming sporting events.

Subject issue - PE contribution to the outcomes of Every Child Matters (ECM), particularly being healthy

- Provision in PE is making a good contribution to the outcomes of ECM, particularly being healthy. Pupils' regular PE lessons, active lunchtimes and healthy school meals contribute to their physical fitness. Healthy living theme weeks and lessons in personal, social and health education help promote pupils' physical and emotional well-being. Good staff role models and teachers' high expectations promote pupils' positive attitudes and very good behaviour.
- The school has an approved travel plan, which encourages pupils to take part in 'Walk on Wednesday' promotions. Safe cycling courses are organised for older pupils. Involvement in sport has a prominent profile in displays around the school and pupils are being encouraged to take part in the 'Sport Relief' fundraising initiative. The subject leader is considering introducing daily sessions to raise pupils' fitness levels further.

Inclusion

- Pupils from a wide range of different family backgrounds get on very well together in PE and sports activities. All pupils are included in lessons and teachers plan activities which meet their learning needs. Teaching assistants are deployed to provide support for pupils who may require additional activities to help improve their coordination. Special consideration is given to pupils who may have disabilities or are less advantaged, to ensure they have an equal opportunity to take part. Pupils who are talented are extended in school clubs and matches, and in some cases helped to extend their skills outside of school in the community. Additional extra-curricular activities have been introduced to attract more pupils to participating in a wider range of sports.

Areas for improvement, which we discussed, included:

- establishing a workable system of assessing, recording and reporting pupils' progress and achievements in PE
- strengthening monitoring and evaluation with a sharper focus on analysing the impact of provision on pupils' achievements
- reviewing swimming provision including the use of 'top-up' sessions to enable more pupils to meet the National Curriculum standard before they leave in Year 6.

I hope these observations are useful as you continue to develop physical education 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 the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Rob McKeown
Her Majesty's Inspector