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Mrs R Chahal  
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Dear Mrs Chahal

Ofsted survey inspection programme – Physical Education

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 23 January 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 (ECM) 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, and observations of three lessons and other activities.

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

#### Achievement and standards

- Pupils make good progress in PE and achieve well. The school's records show that standards are well below expected levels when children enter the Foundation Stage but at expected levels or higher when pupils leave in Year 6. Standards seen in lessons indicate that pupils are doing better in Reception and Year 5 than they are in Year 2. Standards in swimming are improving, although a minority of Year 6 pupils left the school last year unable to swim 25 metres.
- In lessons, pupils acquire, develop and evaluate their skills well. Good emphasis is placed on pupils understanding what happens to their bodies when they exercise and why it is important to warm up. Pupils' attitudes

and behaviour are at least good and they clearly enjoy taking part in PE. In discussion, pupils were able to talk about how keeping fit contributes to adopting a healthy lifestyle, the importance of eating a balanced diet and avoiding unhealthy substances. Older pupils have good opportunities to take responsibility and lead activities at lunchtime as playground leaders and buddies. We discussed how opportunities to engage in physical activity might help boost attendance for some pupils.

## Quality of teaching and learning

Teaching and learning are good.

- Three lessons were observed during the inspection, two were good, with outstanding elements, and one was satisfactory. In all lessons, pupils were managed well. Learning was better in the good lessons with teachers using their assessments well to help pupils reach higher quality responses and meet the expected learning outcomes. Consistently good planning clearly sets out learning objectives, assessment questions and key vocabulary. Where teaching assistants and other adults are deployed they provide very effective support. Interactive whiteboards are used well at the start of the lessons to help stimulate ideas.
- Teachers regularly record pupils' attainment in PE and the subject leader is able to track progress as pupils move through the school. Core task assessments are to be introduced to further strengthen teachers' assessments and include self-evaluations completed by pupils. Currently, ICT is not often used to capture pupils' performances to support assessment. Reports written for parents include comments on their physical development and work in PE. Some reports contain more information on pupils' attitudes than their achievements.

## Quality of the curriculum

The quality of the curriculum is good.

- All areas of learning are included in a balanced PE programme. Pupils engage in two hours of PE each week and Foundation Stage children are provided with a good range of activities to promote their physical development. Pupils in Key Stage 2 benefit from subject specialist teaching which helps to secure suitable continuity and progression. Professional development opportunities have been used well to improve teachers' subject knowledge. The most recent training in outdoor and adventurous activities has prepared teachers for taking their classes to a local outdoor activity centre. Further training is planned to strengthen teaching in dance.
- Accommodation is good with two halls available for indoor activities. Outdoor facilities are adequate with several areas where pupils can extend their physical skills. Further developments are held up because the playground surface is in urgent need of repair. The school field is a suitable space for games, athletics and orienteering challenges. Pupils have the chance to attend a number of after school sports clubs, including American Football but the subject leader recognises that participation

rates are not high enough. There are currently limited opportunities for pupils to take part in inter-school sports competitions.

## Leadership and management

Subject leadership and management are good.

- PE, sport and adopting healthy lifestyles have a positive profile in displays around the school, in newsletters and in assemblies. The subject action plan includes suitable priorities for improvement. These have been identified through a systematic auditing of provision which include the contribution PE makes to the five ECM outcomes. Pupils' and teachers' views are also collected to inform an accurate subject evaluation and to identify staff training priorities.
- Involvement in the school sport partnership programme has strengthened subject leadership and prompted the development of more effective systems for assessment and recording progress. Feedback to teachers after planning scrutinies, and teaching lessons alongside colleagues, has also helped improve provision. Having the opportunity to teach PE to all classes in Key Stage 2 gives the subject leader a good understanding of standards and ensures consistency in the quality of provision. We discussed how this might be extended to include observing teaching and learning in Key Stage 1.

## Subject issue - PE contribution to the outcomes of Every Child Matters particularly being health

- There is a very strong emphasis on ensuring the ECM outcomes feature in all aspects of the school's work in PE. The promotion of pupils' health, safety and emotional well-being are particularly strong. Provision in PE makes a positive contribution to the overall outcomes, particularly being healthy. Staff are currently working towards re-accreditation for healthy school status.
- Encouraging pupils to adopt healthy lifestyles is an integral part of the school's curriculum. Swimming has been extended to Year 2, so that more pupils are able to swim well by the time they leave in Year 6. Pupils have the chance to take exercise during lunch breaks in 'huff and puff' activities and 'wake-up and shake-up' sessions are to be introduced before school. Popular Yoga classes and peer massage sessions also enhance pupils' emotional and physical well-being.

## Inclusion

- The school leaves no stone unturned in its pursuit of ways in which to enhance pupils' learning, achievement and personal welfare; this is reflected strongly in PE. Additional physical activity programmes have been introduced successfully to improve balance, co-ordination and eye tracking, in order to raise standards across the curriculum. The 'Inspire' programme observed in Year 5 is engaging pupils and their parents in cooperative learning, including through physical activities.

- All pupils are included in lessons and teaching assistants are very skilled at helping teachers with modelling appropriate responses and supporting pupils' engagement. The subject leader has a register of pupils who are talented and those that may require support, including for behaviour. Targeted extra-curricular activities have been organised to engage hard to reach groups of pupils, for example, street dancing for girls.

Areas for improvement, which we discussed, included:

- taking full advantage of the school's involvement in the sports partnership programme to engage more pupils in intra and inter-school sports competitions
- including observations of teaching and learning in Key Stage 1 classes as part of the subject leader's monitoring and evaluating programme
- encouraging more teachers to use ICT for assessing and evaluating pupils' achievements in PE.

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