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Mrs G Blair  
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Dear Mrs Blair

Ofsted survey inspection programme – Physical Education

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 12 May 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' work and observation 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. Children enter the Foundation Stage with physical skills which are below the expected level. The Foundation Stage profile outcomes for 2007 were below local authority and national levels. By the time pupils leave in Year 6 most are achieving at least average standards. The school's attainment data indicate that some pupils do better than this, especially in games. Older pupils, particularly boys, benefit from engaging in additional sports activities in school and community clubs; this boosts their overall achievement.

- Progress across the areas of learning is good, although pupils have fewer opportunities to engage in outdoor and adventurous activities. In 2007 progress in swimming was very good with almost all Year 6 pupils able to swim 25 metres. Involvement in the top-up swimming programme helped many pupils to meet the National Curriculum standard.
- Good records are kept of children's attainment and progress in Reception. The subject leader also assesses and records pupils' attainment in Key Stages 1 and 2. We discussed how this information could be stored electronically and analysed to identify any underachievement.

### Quality of teaching and learning

- Pupils' good progress in PE is the result of good teaching. The subject leader teaches PE for all classes in Key Stages 1 and 2. Her strong subject knowledge is used well to ensure all four strands of the programme of study are included in lessons.
- Assessment of learning is good, with teachers using their observations to evaluate responses and questioning to check pupils' understanding. Reception staff keep a good range of photographic records of children's achievements. Reports written for parents provide helpful comments on their children's progress, achievements and attitudes in PE, but few have targets to help pupils aim for improvement. Plans are in place to improve assessment further with the introduction of core task assessments for pupils in Key Stages 1 and 2. There are also good proposals to increase the use of information communication technology (ICT) to support teaching and learning, including for assessment.
- There were a number of strengths in the lessons observed during the inspection. In Reception, activities were linked well to other areas of learning and children were given good opportunities to develop their physical skills. Teamwork between the teacher and teaching assistants was good and emphasis was placed on encouraging individual children to extend their responses to meet their capabilities. In the other lessons taught by the subject leader, a range of suitable equipment was matched well to the activities and teaching assistants provided good support for individual pupils. There was a strong emphasis on pupils applying skills and on developing their tactical awareness. We discussed how more time might be devoted to consolidating key skills and engaging more pupils in discussing the outcomes of their learning.

### Quality of the curriculum

- The curriculum is good with five of the six areas of learning included in a well-balanced programme. All pupils have two hours of PE on their weekly timetables and the subject leader is considering how this might be extended. Published schemes are used appropriately to guide planning. A recent healthy school week linked learning in PE to other subjects, such as science, and personal, social and health education. Involvement in the school sports partnership (SSP) has helped to strengthen provision and involve pupils in a wider range of physical activities.
- A significant proportion of pupils take part in a good range of sports clubs led by staff and visiting coaches. Many pupils have the chance to

participate in local tournaments and festivals. Teams compete successfully in local leagues and the subject leader also organises intra-school sports events. A range of equipment is available for pupils to play with during the lunch break. Accommodation is good and the school has a wide range of well-used equipment and resources. We discussed how provision for outdoor and adventurous activities might be extended, including opportunities for orienteering. We also discussed playground zoning and using the '10 High Quality' outcomes for PE to support evaluation.

### Leadership and management

- Leadership and management are good. The subject leader has a clear understanding of the strengths in provision and aspects which require development. Key improvement priorities are included in the subject action plan and outcomes from previous plans have been reported to the governing body. The SSP primary link teacher (PLT) training has been used well by the subject leader to strengthen her subject knowledge and improve provision. For example, by engaging community coaches to lead sessions in a number of different sports. Support has been given to inexperienced teachers and staff have had training in teaching dance and gymnastics.
- A useful system for tracking pupils' progress in PE is established and improvements are underway to strengthen assessment. PE and sport receive a prominent profile around the school with reports on events and successes included in the pupils' newspaper, and school, community and team events featuring in displays.
- The subject leader receives good support from members of the leadership team who recognise the importance PE has in pupils' all round development. We discussed how some PLT time might be used to strengthen monitoring and evaluation including analysing assessment data.

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

- Pupils' personal development and well-being are enhanced significantly by their involvement in PE and sport. Older pupils have the chance to take responsibility and act as play-leaders and playground buddies at break times. Pupils participate enthusiastically in lessons and almost all have good attitudes and behave well. Those interviewed talked about how much they enjoyed PE.
- Pupils know that taking regular exercise is an important factor in adopting a healthy lifestyle. They also know about the effects of exercise on their bodies, why they warm up at the start of lessons and how playing in teams helps develop co-operation. Since the last inspection the school has gained healthy school status and been awarded the Activemark. Activities in PE were an integral part of a recent healthy school week and teachers provide pupils with regular reminders about exercising safely. Safe cycling is to be introduced from September 2008.

## Inclusion

- All pupils are included well in lessons. Teachers' planning makes reference to resources and activity challenges adapted to suit a range of different abilities. Targeted support from teaching assistants enables a number of pupils with learning difficulties and/or disabilities to take part successfully. Detailed healthcare plans are written for pupils whose participation may be affected by their medical conditions. Pupils' individual education plans are considered when planning their participation in lessons.
- Pupils who are talented at sport receive recognition. Some are linked with local community sports clubs and academies. Others have the chance to take part in elite activities in competitions against other schools.
- Sports club activities attract pupils of all abilities with some, such as table tennis, targeted at pupils who may not excel in major team games. The subject leader is always looking to introduce different sports to widen participation further. The 'fit for life' club promotes the importance of exercise and healthy living; places are reserved for pupils who might benefit from attending.

Areas for improvement, which we discussed, included:

- securing the improvements planned for the use of ICT in teaching and learning, including assessment
- devoting a greater proportion of PLT time to monitoring and evaluation
- including more opportunities for outdoor and adventurous activities in the curriculum.

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