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Miss S Cook  
Headteacher  
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Dear Miss Cook

Ofsted survey inspection programme – Physical Education

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 21 April 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 and observation of two lessons.

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

Achievement and standards

Achievement and standards are satisfactory overall.

- Standards are average with strengths in swimming and athletics. Virtually all pupils attain the expectation to swim 25 metres by Year 6, reflecting good use of the on-site swimming pool. No differences are apparent in the attainment of boys and girls.
- Progress is satisfactory overall at the moment, as the good aspects of curriculum planning and assessment have not yet had time to further raise standards and improve progress across the school.
- Higher attaining pupils or those with gifts and talents in PE, are identified, and have good opportunities to attend county events and

trials, although they are not challenged enough or consistently in lessons.

- Good attention is given to developing the four strands of the PE National Curriculum; consequently pupils have very good understanding of developing a healthy lifestyle including what to eat, drink and the importance of warming up the body prior to exercise. They are less secure on how much exercise to take. They are able to describe observing and evaluating each other's work and feeding back to each other to make improvements.
- Pupils have good opportunities for personal development in PE. The role of Year 6 play pals is influential in extending the range of clubs available at lunch time. Pupils also have good opportunities to become sports captains, write match reports, plan and lead sports day activities for younger pupils and to lead 'wake and shake'. Good opportunities have been introduced for pupils to feed back to the subject leader on provision.
- All pupils say how much they enjoy PE, behaviour is exemplary and all show care and respect for each other in PE lessons. Pupils work co-operatively and safely together and make very good progress in working in teams as they get older.

#### Quality of teaching and learning of PE

The quality of teaching and learning is good.

- In the small number of lessons seen, good aspects of teaching included question and answer techniques to check understanding of the activities, high expectation of pupils' input both verbally and physically, and quick transition between activities, especially in Key Stage 1. Occasionally there was too much teacher input, so the pace of learning dropped and pupils were not given enough opportunities to think and find solutions for themselves.
- Teachers and the teaching assistants who deliver PE have good subject knowledge that has been enhanced well through professional development opportunities.
- Good use is made of a commercial scheme of work to support the delivery of PE. It has been adapted well to suit the needs of mixed age classes and feedback from teachers is planned to lead to further changes in future delivery.
- Assessment procedures are a recent initiative in PE. School data reflects the standards seen in lessons. The gymnastics assessment form currently being trialled has good emphasis on the four strands of PE, although the expectations by the end of Year 6 do not fully reflect using the more challenging levels.
- Limited use is made of information and communications technology (ICT) other than to capture still images. The school have already identified this as an area they want to improve.

## Quality of the curriculum

The quality of the curriculum is good.

- The curriculum is broad and balanced, making good use of the excellent facilities on site. For example, all age groups use the swimming pool every day from its opening, leading to better progress and higher standards. Older pupils are less enthusiastic about their gymnastics and dance experiences.
- Good opportunities are available for outdoor and adventurous activities including good links to mathematics and problem-solving skills.
- All pupils have a minimum of two hours curriculum PE that is further enhanced with 'wake and shake' sessions throughout the week.
- The range of extra-curricular and enrichment is outstanding. About 90% of pupils attend activities at lunchtime or after school across the full age range.
- Impact of the school sport partnership has been significant in the range of opportunities for sports festivals, competitions and support to complete risk assessments for PE activities.

## Leadership and management of PE

The quality of leadership and management is good.

- The subject leader, although only in her second year of teaching and less than a year as subject leader, has good understanding of the strengths and weaknesses of the subject. She has a clear vision for the development of the subject that is reflected in a detailed plan of action.
- You provide excellent support for the subject and consequently PE has a high profile around the school and with pupils.
- A very good range of professional development opportunities for all staff is linked to the delivery of PE and the action plan, such as improving the quality of gymnastics teaching. The subject leader has also benefited from attending the primary link teacher training provided by the school sports partnership and has used this well to develop her role.
- Although assessment in PE has only recently been introduced, the format used for the gymnastics trail more fully reflects the expectations of the PE National Curriculum and should be extended to other PE activities. Reports to parents on PE achievements are detailed.
- The subject leader provides good support to other staff including a weekly meeting with teaching assistants to review delivery and plan future lessons. She has a well-planned programme of monitoring activities and has undertaken pupil interviews and joint lesson observations.
- Excellent use is made of the extensive facilities on site to excite and stimulate pupils' interest in PE and sport.

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

- Good analysis has been undertaken by the subject leader of the PE contribution to the outcomes of ECM.
- Good emphasis is given to developing pupils' understanding of leading healthy lifestyles. For example through themed health weeks and the opportunities for a minimum of two hours of PE and school sport each week.
- Pupils move safely in and around the PE area including moving from classrooms to the hall for PE lessons. Teachers and teaching assistants pay good attention to safety, for example removal of jewellery, long hair being tied back for PE lessons and moving groups further apart when throwing and catching.
- Older pupils make a positive contribution to PE through their roles as play pals, sports captains, organising the sports day for younger pupils and leading 'wake and shake' sessions.

Inclusion

- Pupils who are gifted and talented in PE and have opportunities to extend their skills through external events, although they are not always challenged in lessons.
- The school have a link with a school in Ghana and make good use of football as a tool to extend pupils' understanding of different cultures and sport in different countries.

Areas for improvement, which we discussed, included:

- extending the use of the assessment procedures initiated in gymnastics to other activities
- setting up a system to track pupils progress in PE over time
- find ways to increase the use of ICT in PE.

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 the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Judith Rundle  
Her Majesty's Inspector