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Mrs L Hayes  
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Dear Mrs Hayes

Ofsted survey inspection programme – physical education

Thank you for your hospitality and cooperation, and that of your staff, during my visit on 01 December 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 observation of two lessons.

The overall effectiveness of PE was judged to be outstanding.

Achievement and standards

Achievement is good.

- Pupils make good progress in PE and achieve well. Most children start school with physical skills that are typical for their age. By the end of the Early Years Foundation Stage (EYFS) all children have reached the expected level of development. Pupils continue to make good progress in Key Stages 1 and 2 in all areas of PE, so that by the time they reach Year 6, some pupils are working above the expected level for their age.
- Achievement in swimming is good with almost all pupils in Year 6 able to swim 25 metres last year. This represents a significant improvement on

the standards attained in previous years and follows positive changes made to the swimming programme. Pupils' involvement in a wide range of sports activities in and out of school is contributing to their successful achievement.

### Quality of teaching and learning of PE

The quality of teaching and learning is good.

- Two lessons were observed during the inspection; one was good and the other was outstanding. The lessons had a suitable structure, were planned in detail and included clear learning objectives. Pupils were encouraged to reflect on the effects of exercise on their bodies after they had warmed up. Teachers also provided good opportunities for pupils to develop and apply their skills. In the Year 3 lesson the teacher used her interactive whiteboard well to show pupils the gymnastics moves they would be practising. Pupils were given a good indication of the steps they would have to take to achieve high quality responses. There was an exceptionally strong emphasis in the Year 3 lesson on pupils evaluating their own and others' performances. In the lesson for Reception children very good links were made with learning in communication, language and literacy.
- Teachers' observations and questioning were used effectively in lessons to assess pupils' learning. Teaching assistants were suitably deployed to observe, photograph and record pupils' achievements. Teachers assess pupils' attainment in PE each term. This information is recorded, so that the subject leader can keep a check on the standards reached in each year group. More frequent end of teaching unit assessments and checks on their accuracy through moderation are aspects the subject leader acknowledges require further development. Teachers write reports for parents on their children's work in PE but apart from in the EYFS, very little information is reported on pupils' achievements.

### Quality of the curriculum

The quality of the curriculum is outstanding.

- All pupils take part in at least two hours of timetabled physical activity each week. Many pupils in Key Stage 2 participate in double the amount of time by attending an excellent range of lunchtime and after school clubs. A well constructed curriculum map indicates which areas of learning in PE will be covered through the year. All six areas of learning in the PE curriculum are included in a balanced programme. Older pupils enjoy the challenges of outdoor and adventurous activities in the school grounds and on residential visits. Specialist coaches are also employed to teach games activities and lead a multi-skills club.
- Teachers' planning is supported well with core schemes of work. Where possible, teachers try to link learning in PE to other subjects, for example with science, mathematics and English. This was reflected in a number of displays, such as the swimming pool safety leaflets produced using ICT. Indoor and outdoor accommodation is very good and further developments are planned to enhance outdoor learning in the EYFS.

- The subject leader has established an excellent programme of intra-school sports competitions for Key Stage 2 pupils. The school also enters all the local sports partnership tournaments and festivals. Opportunities for younger pupils to take part in sports clubs are comparatively limited.

## Leadership and management of PE

The quality of leadership and management is outstanding

- The subject leader is strongly committed to providing excellent provision to help pupils achieve high standards in PE. He is supported well by you and senior leaders. He has a very clear understanding of the strengths and weaknesses in PE and any aspects which require improvement. Under his leadership, many positive changes have been introduced in the last two years which have successfully enhanced pupils' enjoyment, achievement and participation. PE and sport have a very high profile around the school with many displays celebrating pupils' successes. Pupils speak highly of the subject leader's dedication and appreciate his unstinting commitment to providing the very best for them.
- Involvement in the local sports partnership has been used productively to improve teaching and learning by providing professional development courses for teachers, and to extend pupils' participation in a wide range of physical activities. In the last year, the subject leader has devoted a good proportion of sports partnership management time to monitor and evaluate the quality of provision. This includes observing lessons in several classes and collecting pupils' views on the PE programme and what they would like to see improve. A system for tracking pupils' progress has also been set up but requires further refinement.

Subject issue - PE contribution to the outcomes of ECM particularly 'being healthy'

- Pupils' involvement in PE and sport are making a very significant contribution to their personal development and well-being. Pupils interviewed talked about how much they enjoyed their PE lessons and sports clubs. Those observed in lessons participated enthusiastically, displayed very positive attitudes and behaved extremely well. Pupils know that their involvement in PE and sport helps to keep them fit and healthy. They appreciate that other aspects of healthy living, such as eating a balanced diet, also contribute. Pupils also appreciate that taking part helps them develop teamwork and learn about sportsmanship. Older pupils, who are trained as play-leaders, take responsibility for leading and managing lunchtime games activities for younger pupils.
- All pupils are included fully in PE lessons. Teaching assistant support is provided for individual pupils so that everyone joins in. Pupils who are talented in any physical activity are identified and provided with additional challenges. Good links are established with community sports clubs and parents are encouraged to support their children in extending their skills. Individual pupils have played, and been successful in, regional championship competitions. The sports partnership secondary school provides additional challenging activities for able pupils and runs a 'self

esteem' club for those pupils who need to build their confidence and improve their coordination. Pupils have the chance to share and celebrate their sporting achievements in assemblies.

Areas for improvement, which we discussed, included:

- strengthening assessment in PE by helping teachers to assess, record and report pupils' progress accurately
- continue to develop teachers' use of ICT to support teaching and learning 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