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Ms A Hanou  
Headteacher  
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Dear Ms Hanou

Ofsted survey inspection programme – physical education (PE)

Thank you for your hospitality and cooperation, and that of your staff, during my visit on 20 January 2009 to look at work in 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, observations of three lessons and other activities.

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

Achievement and standards

Achievement is good.

- Pupils make good progress in PE and achieve well. Standards in the Early Years Foundation Stage (EYFS) are above expected levels in physical development. Children make good progress from their starting points because they take part in a variety of activities that help them develop their physical skills. Progress in Key Stages 1 and 2 is good so that by the time pupils leave in Year 6 many are achieving above average standards. Pupils make good progress in swimming with a majority of those in Year 4 reaching the National Curriculum standard. Additional swimming sessions

are organised for Year 6 pupils to help more pupils achieve the national standard.

- All pupils are involved in lessons and support is provided by teaching assistants for those with additional needs. There is good provision for pupils who are talented at sport; extension activities are organised through the sports partnership and pupils are encouraged to develop their skills further by joining local community sports clubs. Pupils' involvement in extra-curricular activities and sports competitions helps boost their overall achievements.

## Quality of teaching and learning

The quality of teaching and learning is good.

- Pupils make good progress in PE because the quality of teaching and learning is good. Sports coaches are deployed effectively to teach a significant proportion of the PE lessons. There were a number of strengths in the lessons observed during the inspection. Lessons followed a suitable structure and teachers' plans identified the learning objectives to be taught. Pupils were managed well and their behaviour and attitudes were very good. Good emphasis was placed on pupils warming up to prepare for activities, and on acquiring and applying key games skills. There were fewer opportunities for pupils to evaluate their own and other's performances. Reception children benefited from clearly focused teaching designed to help develop their coordination, control and use of space.
- Assessments were made of pupils' responses and key coaching points were highlighted to help them improve. Pupils were asked to demonstrate their good performances to show the rest of the class what they should be aiming for. Teachers were good at selecting suitable resources to support learning, although limited use is made of information and communication technology (ICT). In the games lessons for Year 2 and Year 5 too little emphasis was placed on differentiation and matching activities to pupils' different abilities. Pupils' progress is tracked as they move through the school but teachers are not making formal assessments at the end of units of work. Reports written for parents on pupils' achievements vary in length and quality. The most informative give a useful indication of pupils' achievements and whether the standards they reach are typical for their age.

## Quality of the curriculum

The quality of the curriculum is good.

- The curriculum is suitably balanced and includes all six areas of learning. Pupils have two hours of PE in their weekly timetable which includes daily 'take-ten' aerobic sessions. Teachers look for ways in which to link PE with other subjects; they do this successfully in science, mathematics and art. Accommodation is good for indoor and outdoor activities, including for children in the EYFS. A range of published schemes are used to plan lessons, although those provided for the visiting coaches are insufficiently differentiated.

- Involvement in the sports partnership has been used well to improve curricular provision. The school sports coordinator has led additional coaching sessions for pupils, worked alongside staff to model teaching techniques and organised training for staff to help strengthen their subject knowledge.
- The school provides a very good range of extra-curricular sports activities and pupils take part in several festivals and tournaments. School teams have enjoyed success in local competitions. Participation rates in sport are higher than in other local partnership schools. PE and sport are given a high profile in displays around the school and through recognising pupils' achievements in assemblies.

## Leadership and management

The quality of leadership and management is good.

- The subject leader is well organised and leads and manages the subject very well. A subject evaluation has been completed and this records an accurate evaluation of the quality of provision. The subject action plan includes a set of priorities but not all of the weaknesses identified in the evaluation are included. The subject leader has made good use of the primary link teacher training to improve his own subject knowledge, enhance provision for pupils and strengthen leadership and management activities. Curriculum time allocations have been reviewed and realigned to establish a better balance across the six areas of learning.
- Some monitoring of teaching and learning has been completed but this needs to be undertaken more frequently. A good system is in place for tracking pupils' progress and the subject leader acknowledges that this could be strengthened further by staff completing regular assessments of units of work. The school's good provision has been recognised through the awarding of the Activemark and Healthy School accreditation.

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

- Provision in PE and sport is making a very positive contribution to pupils' personal development. Pupils enjoy PE, participate enthusiastically and show very positive attitudes. They cooperate well together and benefit from the opportunities they have to play in teams. Those interviewed were able to explain how their involvement in PE and sport helps to keep them fit and healthy. They also know about other aspects of healthy lifestyles, such as eating a balanced diet, getting plenty of sleep and drinking water regularly. Pupils also know why it is important to warm up at the start of lessons and how exercise has an effect their bodies.
- Pupils enjoy the experiences of outdoor and adventurous activities during a residential visit in Year 6. They are very keen to take part in after school sports clubs and they are proud of their achievements in competitions and tournaments. Older pupils have been trained to take responsibility for organising play activities for younger pupils and safe cycling sessions also promote pupils' safety. The introduction of a club which will include pupils

who have not been involved previously in sports activities reflects the school's determination to get everyone involved.

Areas for improvement, which we discussed, included:

- strengthen the assessment and reporting of pupils' attainment and progress in PE
- ensure the planning of lessons taught by the sports coaches are suitably matched to pupils' abilities
- look for ways in which teachers are able to use ICT effectively to support teaching and learning.

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