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Mrs P Hindle
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Dear Mrs Hindle

Ofsted survey inspection programme – Physical Education

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 29 April 2009 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 learners, scrutiny of relevant documentation, analysis of pupils' reports, observation of two lessons and other activities.

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

Achievement and standards

Achievement is good.

- The school's records show that children in the Early Years Foundation Stage are making good progress in their physical development. The end of year profile for 2008 indicated that most children came into the school with below average physical skills but that by the end of the year the majority were working at the expected level. By the time pupils leave the school in Year 6, almost all attain average or above average standards

- Pupils achieve well in swimming and standards are above average; very few pupils in the current Year 6 are unable to swim 25 metres. Many pupils also achieve well in dance and games activities, although there are weaknesses in girls' striking and fielding skills.
- In the lessons observed, most pupils were working at the expected levels for their age and some pupils in Year 5 displayed above average standards. All four strands of the National Curriculum programme of study were included and older pupils were very good at evaluating their own and others' performances.

Quality of teaching and learning of PE

The quality of teaching and learning is good.

- The subject leader judges teaching and learning to be good and this matched the inspector's judgement of the two lessons observed. There were several strengths in the lessons. Pupils were managed well and learning was clearly focussed. Pupils' behaviour and attitudes were very good and they cooperated well in pairs and groups. Teachers encouraged pupils to discuss their learning and gave them several opportunities to develop their own ideas. Year 6 pupils benefited from the teacher summarising their responses to questions to consolidate their learning. Teaching assistants provided good support to individual pupils and worked well alongside the teachers.
- Teachers observe and question pupils well in lessons to assess their learning. They use these assessments to guide pupils towards improving their work, although insufficient emphasis is placed on demonstrating key techniques. More formal assessments are made of learning outcomes from a series of lessons and pupils' progress is recorded. This information is being collected by the subject leader to keep a record of overall progress. Reports written for parents and carers contain useful information on pupils' achievements in PE. Both the teachers observed used ICT to support modelling or assessment but the school acknowledges that this is an aspect of teaching and learning that requires further development.

Quality of the curriculum

The quality of the curriculum is good.

- All the areas of learning are included in the overall curriculum programme; adjustments are to be made to incorporate more opportunities for pupils to take part in outdoor and adventurous activities. Teachers plan from the school's scheme of work and also use published teaching resources. ICT resources are also available to support modelling and show pupils what they are aiming for. Teachers are beginning to plan learning activities that link across subjects; the Year 2 dance lesson observed was linked well to work in geography, literacy and music.
- Two hours of PE are on the timetable for all pupils and those in Years 1 to 6 have swimming sessions during the year. Pupils in Year 6 also attend a residential visit which includes several outdoor and adventurous activities. Involvement in the school sports partnership has introduced pupils to a

wider range of sporting activities and given them the opportunity to take part in several festivals and tournaments. Many pupils also attend the wide range of sports clubs which run outside of lesson time; these include cultural activities such as Bhangra dancing. Older pupils represent the school in local competitions and they are proud of their successes.

- Accommodation and resources are good overall. Indoor accommodation is very good with two halls available for physical activities. Outdoor accommodation is restricted to a hard play area, which is adequate for lunchtime play and games lessons. The school acknowledges that the quality of the outdoor play area for Early Years Foundation Stage children requires further improvement.

Leadership and management of PE

The quality of leadership and management is good.

- The current and previous subject leaders have worked well together to maintain a momentum of improvement in PE. They have a good understanding of the subject strengths and areas for improvement. Evaluation audits have been completed and priorities for improvement are drawn up each year. Periodically, reports are submitted to the Governing Body, which provide information on the quality of provision and developments in PE. Pupils' views on PE and sport have been collected and these await further analysis.
- Good progress has been made on establishing formal systems for teachers' assessment of PE and for tracking progress. Further analysis of this information is required to identify and tackle any underachievement. Membership of the local sports partnership has been used well to provide training for staff and to utilise sports coordinator support to guide teachers who are newly qualified. PE and sport have a prominent profile in displays around the school and pupils' achievements are celebrated in assemblies and award ceremonies. Currently, insufficient emphasis is placed on formal monitoring and evaluation, in particular the observation of PE lessons and the analysis of data to identify underachievement and non-attendance at extra-curricular activities.

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

- Pupils' involvement in PE and sport is making a positive contribution towards their personal development and well-being. The school's pupil questionnaire analysis shows that almost all pupils appreciate the importance of adopting a healthy lifestyle. In lessons, pupils participate with enthusiasm and enjoyment. Those interviewed were able to talk about why they warm up at the start and about the impact that exercise has on their bodies. They are also aware of the other factors that help to keep them healthy, such as eating a balanced diet.
- Older pupils are trained to be playground leaders and help younger pupils play purposefully at lunchtimes. Year 6 pupils have the chance to lead warm up and cool down activities in their lessons. The many opportunities

pupils have to play in competitions encourage cooperation and team work and pupils appreciate the importance of fair play.

- All pupils are included in lessons and those who may have additional needs are given good support to enable them to take part and succeed. Pupils who are talented at sport are recognised and given the chance to extend their skills in events organised by the local sports partnership.

Areas for improvement, which we discussed, included:

- strengthen subject leader monitoring and evaluation through regular observations of teaching and learning, moderation of teachers' assessments and analysis of attainment and participation data
- extend teachers' use of ICT to support teaching and learning, in particular for modelling and assessment
- continue to develop the opportunities for outdoor play in the Early Years Foundation Stage and for purposeful play for pupils during breaks and at lunchtime.

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