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05 June 2009

Ms K Kyle
Headteacher
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Dear Mrs Kyle

Ofsted survey inspection programme - Physical Education (PE)

Thank you for your hospitality and cooperation, and that of your staff, during my visit on 13 May 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 learners, scrutiny of relevant documentation, analysis of pupils' reports and observations of three lessons.

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

Achievement and standards

Achievement is good.

- Pupils make good progress in PE. Children come into the Nursery with physical skills which are below expected levels. By the time they leave the Early Years Foundation Stage their physical development is close to expected levels. Lessons taught by the gymnastics coach are having a very positive impact on developing the physical coordination and control of children in Reception.
- Progress continues to be good in Key Stages 1 and 2 and most pupils reach at least average standards by the end of Year 6. The extensive programme of additional sports activities taught by visiting coaches is

helping to boost pupils' achievements. It enables them to reach higher standards in dance, gymnastics and games activities. Year 4 pupils achieve well in swimming but each year a few pupils do not reach the National Curriculum swimming standard before they leave Year 6.

- Pupils who are talented at sport are identified and encouraged to join local clubs to extend their skills. There are also programmes provided to help a small number of pupils with additional needs to develop their physical skills and coordination.

Quality of teaching and learning of PE

The quality of teaching and learning is good.

- Three lessons were observed during the inspection; two were good and one was outstanding. In the two lessons taught by the gymnastics coach pupils made good progress. The coach used her very good subject knowledge to guide pupils' responses and help them develop good quality movements. She made effective use of some well chosen resources and precise demonstrations to support pupils' performances. Teaching assistants worked effectively alongside the coach and gave individuals and groups of pupils' good support. Pupils were fully engaged and displayed excellent attitudes and behaviour.
- In the third lesson, pupils had many opportunities to discuss and look for improvements in their dance moves. They worked very well in pairs on their dance steps, although some needed more guidance on how to achieve the more complicated moves. In the gymnastics lessons, the coach assessed learning well through careful observation. In the dance lesson, the teacher used questions effectively to check pupils' learning.
- Teachers have begun to make more formal assessments at the end of a series of lessons. They write brief reports for parents on their children's achievements and attitudes in PE. Pupils in the Year 5 class had the chance to look at video clips of a dance routine before their lesson, but overall limited use is made of information and communications technology to support teaching and learning in PE.

Quality of the curriculum

The quality of the curriculum is good.

- Pupils have one lesson taught by their teachers and a second session taught by specialist coaches in their weekly timetable. The additional coaching sessions, which provide high quality skills development, are helping to boost pupils' achievements. Leaders acknowledge that although all areas of learning are included in the teaching programme, the balance of activities, particularly for Key Stage 1 pupils, may require adjustment. Teachers plan their lessons from an agreed scheme of work and match their plans to the learning needs of their classes.
- There is an exceptional number and range of sports clubs attended by pupils from Reception to Year 6. These clubs are free reflecting the inclusive ethos of the school. Pupils also take part in sports activities outside of school and play in local tournaments and competitions

organised through the local sports partnership. Girls' participation in sport has increased following the organisation of two girls' only football clubs, a netball club and flamenco classes.

- Indoor accommodation is very good with two large well-equipped halls. There is adequate space for outdoor activities, including for children in the Early Years Foundation Stage, and there are good plans to improve outdoor facilities. Pupils in Year 6 have the chance to experience a range of outdoor and adventurous activities at the local authority residential centre at Kench Hill. Swimming provision has also improved with the opening of a new swimming pool, which is within walking distance of the school.

Leadership and management of PE

The quality of leadership and management is good with elements of outstanding.

- Provision in PE is managed very well by the deputy headteacher. A detailed subject policy document clearly sets out how the subject will be taught. Priorities for improvement in provision are included in the subject action plan and these are linked well to the promotion of healthy lifestyles for pupils. The deployment of sports coaches has improved the quality of teaching and learning. Staff professional development has included working alongside professional coaches in games, gymnastics, swimming and dance. Support has also been given to newly qualified teachers, although a needs analysis of teachers' training requirements has yet to be completed.
- An excellently managed extra curricular programme is attended by many pupils. Good improvements have been introduced to strengthen assessment and it is intended to use this information to track pupils' progress. Fortnightly newsletters for parents include useful information on enrichment opportunities and pupils' achievements in sport. Some monitoring is completed through the scrutiny of teachers' planning and through informal observation of lessons.

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

- Pupils' involvement in PE and sport is making a good contribution to their overall personal development and well-being. Pupils interviewed confirmed how much they and their classmates enjoy physical activities. Pupils appreciate that it is important to keep fit as part of adopting a healthy lifestyle. They also know about healthy eating and older pupils are able to explain what happens to their bodies when they exercise. Many pupils walk to school and 'bike-ability' classes are available for those who wish to cycle. Playground friends training has been organised for support staff and Year 5 pupils. At lunchtimes pupils have sports equipment to encourage purposeful play and peer mentors, led by a play-worker, help Key Stage 1 pupils play together.

Areas for improvement, which we discussed, included:

- continue to develop a suitable system for assessing, recording and tracking pupils' attainment and progress
- extend the use of information and communications technology to support teaching and learning
- undertake an audit of teachers' training needs and review the balance of curriculum time allocated to the areas of 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