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Headteacher
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Dear Miss Lamb

Ofsted 2009-10 subject survey inspection programme: physical education (PE)

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 18 January 2010 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 the identification of an area of best practice in PE and its impact for pupils.

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.

The evidence used to inform the judgements included interviews with staff and pupils, scrutiny of relevant documentation, analysis of pupils' reports and observation of four lessons and other activities.

The overall effectiveness of PE is satisfactory.

Achievement in PE

Achievement is satisfactory.

- Evidence from the lessons observed, and from discussions with teachers, indicates that most pupils in each year group are performing at the expected level in PE. The school attainment records for Year 6 in 2009 show that pupils do better in games activities than they do in other areas of learning; dance is a relative weakness. Attainment in swimming varies from year to year but the majority of pupils in Year 6 are able to swim 25 metres before they start secondary school. Progress is satisfactory in Key

Stages 1 and 2 and pupils are able to acquire, develop and apply a range of skills. Children make good progress in the Early Years Foundation Stage. This is because they experience a well-organised programme of learning activities that helps develop their physical skills.

- Pupils' personal development and well-being are supported effectively by their involvement in physical activities. Pupils in Year 6 who were interviewed understand why it is important to be fit and active. All Year 5 pupils are trained to be playground leaders in preparation for supporting the 'happy hippo' and 'huff and puff' lunchtime activities when they are in Year 6. The school uses pupils' involvement in PE and sport successfully to help build self-esteem and motivation for learning of individual pupils who have behavioural difficulties.

Quality of teaching in PE

The quality of teaching in PE is satisfactory.

- Good and satisfactory teaching was observed during the inspection. Lesson planning included clear learning objectives and the steps pupils needed to take to learn successfully. In one good lesson, the teacher and teaching assistant modelled effectively, showing pupils clearly the quality of response they were expecting. Observations and questions were used well to assess pupils' learning before the teacher suggested points for improvement. Pupils were also given the chance to observe and evaluate each others' work.
- In the less effective lessons, pupils were not always fully engaged, teaching was interrupted and learning was much less effective. Although some groups of pupils worked well, their better performances were not shared to help others improve their work. In these lessons, other adults had less impact on helping to secure suitable progress. The reports teachers write for parents on their children's achievements in PE vary in quality. The most detailed and useful information is written about children in the Early Years Foundation Stage.

Quality of the curriculum in PE

The quality of the PE curriculum is good.

- All areas of learning are included in the curriculum and pupils have two hours of PE in their weekly timetables. Teachers use a core scheme to draw up their lesson plans and these are adapted well to meet the needs of each class. Swimming is now provided for pupils in Years 3 to 6 and pupils in Years 4 and 6 take part in a good range of outdoor and adventurous activities during residential visits. Pupils also have the chance to attend a before-school activity club led by sports coaches.
- The school's involvement in the local sports partnership has been used successfully to develop the curriculum with pupils enjoying specialist coaching sessions and taking part in several festivals and tournaments.

Pupils from Years 1 to 6 attend a good range of after-school sports clubs. There are also good opportunities for active, purposeful play at lunchtimes. Extended school provision is being developed well through weekend sport and holiday play schemes.

Features of best practice

- Children in the Early Years Foundation Stage engage in a daily programme of activities designed to improve their physical skills. These are well organised and resourced, and include activities that develop fine motor skills and a 'fizzy gym' session which builds children's fitness and gross motor coordination. These are much enjoyed by the children and contribute well to above-average outcomes in physical development.

Effectiveness of leadership and management in PE

The effectiveness of leadership and management in PE is satisfactory.

- Leaders ensure PE and sport have a suitably high profile in the curriculum, appreciating the contribution it makes to pupils' personal development. Good partnership links with the secondary school sports coordinator have helped improve provision and provide professional development for staff. A newly appointed subject leader has drawn up an action plan, which indicates the priorities for development in PE, including a target for improving the quality of teaching. It requires a sharper focus on how the actions taken will impact on pupils' attainment and progress.
- The school's curriculum monitoring schedule sets out a timetable for evaluating the quality of provision, including in PE. Accommodation and resources are adequate, although the outdoor area for children in the Early Years Foundation Stage is due to be refurbished. Displays around the school draw pupils' attention to the ten outcomes of high quality in PE and the importance of adopting healthy lifestyles.

Areas for improvement, which we discussed, include:

- strengthening the quality of teaching to meet the school's target of 80% good lessons in PE
- continuing to develop the systems for assessing and monitoring pupils' attainment and progress in PE
- extending teachers' use of information and communication technology to support teaching and learning, including assessment.

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

Rob McKeown
Her Majesty's Inspector