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Mrs J Sharpe  
Headteacher  
Hazelbury Bryan Primary School  
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Dear Mrs Sharpe

Ofsted 2010–11 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 7 July 2010 to look at work in PE.

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 without their consent.

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

The overall effectiveness of PE is good.

Achievement in PE

Achievement in PE is satisfactory with good elements.

- Attainment by the end of Year 6 has been satisfactory overall in recent years. Pupils are starting to attain standards above those expected in invasion games and most demonstrate good knowledge and understanding of health and fitness. All pupils attain the expected standard in swimming by the end of Year 6 because of the emphasis placed on this in all age groups.
- Pupils make good progress from their starting points. They make a good start to their physical development in the Early Years Foundation Stage. The broad range of activities develops their fine and gross motor skills well. Pupils continue with this good rate of progress throughout the school.

- Pupils with special educational needs and/or disabilities are given good support with specific physical programmes to help improve their coordination or behaviour difficulties. Gifted and talented pupils extend their skills through school sport partnership activities but are capable of attaining more in lessons.
- Pupils enjoy PE and show perseverance to improve their work. They work together well in small groups and demonstrated good sportsmanship during sports day activities. Behaviour was good in the lessons observed, during sports day and in the less structured wake and shake activities. Older pupils enjoy opportunities to take leadership roles although you acknowledge this is an area for further development.

### Quality of teaching in PE

The quality of teaching in PE is good overall.

- Staff have benefited from professional development opportunities in PE and, consequently, teaching was good overall in the lessons observed. Variation remains in the quality of teaching between age groups and good teaching is yet to impact fully on raising standards. Good opportunities are in place for pupils to work with external specialist teachers and/or coaches, particularly in cricket and gymnastics.
- The school makes good use of commercial schemes of work that are adapted well to meet the needs of mixed-age classes. Lessons are well planned and organised with clear learning objectives, although they sometimes lack challenge for more able pupils. A range of teaching methods is employed, although these are predominantly direct teaching or guided discovery. Occasionally, pupils do not have enough time to consolidate their learning before moving to the next task.
- Assessment procedures are good. Teachers and teaching assistants use their good subject knowledge to observe and intervene to improve work, especially in games and the Early Years Foundation Stage. Inconsistencies exist in giving sufficiently detailed feedback so that all pupils understand their next steps in learning. Teachers make good use of QCDA exemplification materials to help assess pupils' progress and attainment and use a simple traffic-light system to monitor progress. However, data are not collated to provide a secure view of pupils' progress during their time at the school. The school sports coordinator provides good opportunities to moderate judgements for older pupils to support transition to secondary PE provision.
- Reports to parents give a good indication of their children's achievements, including teamwork and their ability to take different roles. They miss the opportunity to give targets for further improvements.

### Quality of the curriculum in PE

The quality of the PE curriculum is good.

- Pupils in the Early Years Foundation Stage have excellent opportunities for indoor and outdoor play activities that support their physical development

well. The curriculum in Key Stages 1 and 2 is broad and covers all requirements of the PE National Curriculum. A good length of time is allocated to each activity that enables in-depth study and the acquisition of knowledge and skills. Older pupils have good opportunities to take different roles in lessons.

- All pupils access at least two hours of PE in the curriculum each week. This is supplemented further with additional swimming sessions in the school's outdoor pool during the summer and short bursts of physical activity each morning.
- The range of extra-curricular and enrichment activities is broad across the year. Programmes have been expanded to include different games and aesthetic aspects of dance and gymnastics clubs for different age groups. Very high numbers of pupils attend, reflecting their positive attitudes towards the subject. All pupils have opportunities to participate in inter-house and inter-school competitions. The school sports partnership has extended opportunities further with festivals and tournaments and the orienteering event is engaging a different group of pupils in sport.

#### Effectiveness of leadership and management in PE

The effectiveness of leadership and management in PE is good.

- As the subject leader, you are well informed of current developments and initiatives in PE and school sport and you take every opportunity to engage pupils in a wide variety of physical activities. You know the strengths and weaknesses of provision and have a clear view of future developments. You acknowledge that the subject has not been monitored formally as the school has been focused on raising standards in core subjects.
- You provide good input to the school sport partnership development plan that is subsequently being used to improve provision. Although this is starting to have a positive impact on improving the quality of teaching and curriculum opportunities, it is yet to impact on raising standards.
- The school sport partnership makes a significant contribution to improving provision. A good range of professional development opportunities is helping to improve teachers' subject knowledge, confidence and competence to teach the subject. As a result, pupils have experienced additional opportunities in multi-skills, tennis and swimming.
- PE has a relatively high profile in the school. Displays and assemblies celebrate individual and team successes. There is a missed opportunity to display PE information in the hall, as a main working area, to support teaching and learning further.

Areas for improvement, which we discussed, include:

- ensuring consistency in:
  - detailed feedback that helps all pupils know how to improve further
  - the level of challenge for more able pupils

- collation and analysis of assessment data to provide a secure view of progress over time and to identify future improvements.

I hope that these observations are useful as you continue to develop PE in the school.

As I explained previously, a copy of this letter will be sent to your local authority and will be published on the Ofsted website under the URN for your school. It will also be available to the team for your next institutional inspection.

Yours sincerely

Judith Rundle  
Her Majesty's Inspector