

Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404045
F 020 7421 6644
www.ofsted.gov.uk



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Mr P Dewhurst
Headteacher
Hardwick Primary School
Steward Road
Bury St Edmunds
Suffolk
IP33 2PW

Dear Mr Dewhurst

Ofsted survey inspection programme – Physical Education

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 19 October 2006 to look at work in Physical Education (PE).

As outlined in my initial letter, as well as looking at key areas of PE, the visit had a particular focus on the Physical Education School Sport and Club Links (PESSCL) strategy.

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 children, scrutiny of relevant documentation, analysis of children's reports and observation of two lessons.

The overall effectiveness of PE was judged to be good.

Achievement and standards

Achievement in PE is good.

- Standards in the lessons observed in games and dance were at least in line with expected levels and several children were achieving at a higher level than that expected for their age. The Foundation Stage profile for 2006 shows that children reach make suitable progress in their physical development, reaching standards which are above the local authority average. The school believes that standards in swimming are above

average as most children are able to swim 25 metres by the time they leave in Year 4. There are no swimming records to confirm that this is the case.

- Most children make good progress in PE. In the lessons observed in Year 2 and Year 3/4, children were acquiring, developing and improving their skills well. This was because the teaching was good. PE is contributing well to children's personal development and well-being. In lessons children behaved well and had very positive attitudes. Year 4 children have a good knowledge of what happens to their bodies when they exercise. They know that keeping fit is part of healthy living. The children interviewed all said that they enjoyed PE and sport.

Quality of teaching and learning

The quality of teaching and learning is good.

- The quality of teaching in the lessons observed was good. The lessons were planned and organised very well. Resources were used effectively to support learning. Good emphasis was placed on children acquiring, developing and improving their skills. In the Year 3/4 dance lesson the teacher successfully encouraged children to evaluate and improve their own and others' performances. Children worked positively and enthusiastically, cooperating well in partner work. Both lessons were conducted at a brisk pace and teachers used their own and children's demonstrations well to help improve the quality of the responses.
- Teachers assess learning in lessons and write end of year reports on children's achievement in PE; these vary in quality. Currently the school does not have a system for tracking progress as children move through the school to enable the subject leader to judge progress and standards. The school recognises that teachers could make more effective use of ICT to support assessment.

Quality of curriculum

The quality of the curriculum is good.

- Two hours of curriculum time are allocated to PE this year. Five of the six aspects of PE are included in a balanced teaching programme, including swimming. There are suitable plans to provide outdoor activities for Year 4 children by offering them the chance to attend a residential visit in the summer term. Teachers adapt the local authority scheme of work to produce detailed plans for lessons.
- Children have many opportunities to take part in out of hours learning and inter-school sports competitions. A positive play programme has been introduced at lunchtime. This is organised well by trained lunchtime supervisors and supported by Year 4 children who act as playground buddies. The school plans to introduce a programme of 'start bright'

aerobic activities for all classes. Developments in PE are suitably linked to the healthy schools programme.

- Accommodation and resources are good but space in the school hall is restricted because too many items of furniture are stored there. Accommodation for outdoor play in the Foundation Stage requires improvement. There is a good display of community sports opportunities available for children.

Leadership and management of PE

The quality of leadership and management in PE is satisfactory.

- The subject leader is well organised and has begun to collect evidence to evaluate the quality of the school's PE and sport programme. The involvement in the PESSCL initiative has helped the subject leader to strengthen her subject knowledge and provide more opportunities for staff training. The subject development plan identifies suitable priorities for improvement but could include more precise outcomes by which to measure success.
- Monitoring and evaluation in PE requires improvement. Although the subject leader has taken the views of parents and staff on the quality of provision, these have yet to be analysed to inform future actions. The subject leader plans to undertake a programme of lesson observations in the coming year to enable her to evaluate the quality of teaching and learning and standards.

Subject issue – PESSCL Programme

- The impact of the PESSCL programme is good. Provision has improved and PE and school sport are given greater prominence. Attendance at training courses has helped to strengthen subject leadership and teachers' subject knowledge. Curriculum provision has been enhanced and children have many more out of hours learning opportunities. Support staff have had training to enable them to organise a positive play programme at lunchtime. Links with the local middle school have improved with the hosting of sports tournaments and through activities led by staff and Year 8 sports leaders. Not enough is done to publicise the ten high quality outcomes for school sport to children and parents.

Inclusion

- All children are included in PE. Suitable activities and support are provided for children with additional needs. The children who attend the speech and language centre join in with PE lessons. A register of talented children has recently been compiled and advice is given to parents on how their children's talents may be extended outside of school. Teaching assistants run a twice weekly gym trail to help children to develop their coordination skills.

Areas for improvement, which we discussed, included:

- improving provision for outdoor play in the Foundation Stage
- improving monitoring and evaluation to enable the subject leader to gain a better understanding of the quality of teaching and learning and standards
- making more effective use of ICT to support teaching and learning
- establishing a suitable system for assessing, recording and reporting children's achievements in PE.

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 Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Robert McKeown
Her Majesty's Inspector