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Mr C Edwards
Headteacher
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Dear Mr C Edwards

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 24 November 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 activities.

The overall effectiveness of PE is satisfactory.

Achievement in PE

Achievement in PE is satisfactory.

- Work seen in lessons indicates that pupils are working at the expected levels for their age. They make satisfactory progress overall with pockets of good progress when expectations are higher, for example in the Reception class when learning different ways of travelling. The school does not collate assessment information completed at the end of the year to form a secure view of pupils' attainment and progress over time in PE.
- The rate at which pupils acquire a range of new skills is inconsistent across the activities and between the lessons led by teachers and external coaches. They learn the physical skills related to games activities at a better rate than other strands of the National Curriculum requirements. Pupils have good understanding of leading a healthy active lifestyle and the vast majority choose to be active at breaks and lunchtimes. Not enough time is given in lessons for pupils to develop their skills to observe

and evaluate their own and others' work to help them understand how to improve, to explore ideas for themselves or to select and apply skills in different circumstances. Consequently, they become dependent on adults leading activities.

- Pupils have very positive attitudes towards the subject and pupils spoken to all said that they enjoy lessons and had fun. They work hard in lessons, cooperate well in pairs and small groups and behaviour is good. A small number of pupils drift off task when work is not challenging enough or the pace of the lesson slows.
- Good opportunities have recently been introduced for older pupils to train and take leadership roles as playground sports leaders. They enjoy the opportunities to take the initiative, to adapt games and to work with younger pupils. They have fewer opportunities to take leadership or different roles in lessons.

Quality of teaching in PE

The quality of teaching in PE is satisfactory.

- Coaches have good subject knowledge of the activities that is used to plan work that engages and excites pupils in being active. Equally, teachers plan a range of activities to help pupils make progress in the learning of new skills. However, the range of different teaching methods observed in lessons was narrow and there was not enough observation and intervention with individual pupils to ensure that they make good progress. Teaching assistants provide effective support particularly for pupils with special educational needs and/or disabilities.
- Pupil's progress in PE is included in reports to parents and coaches use a four point assessment scale. However, it is not clear how this relates to the National Curriculum levels of attainment. There is inconsistency in pupils knowing how well they are doing and what they need to do to improve. Assessment information is not used fully to plan work that meets the needs of pupils with different abilities, especially in the level of challenge for more able pupils who are capable of more.
- Some good links are exploited to extend pupils literacy skills including pupils learning and rehearsing key vocabulary linked to an activity although this is inconsistent between coaches and teachers. A good range of resources is available and used in lessons.

Quality of the curriculum in PE

The quality of the PE curriculum is satisfactory.

- The curriculum covers the requirements of the National Curriculum although a small number do not meet the expectation for two hours of high-quality PE each week. An increasing breadth of activities is being offered, especially, in the mix of traditional and non-traditional activities. Good links are created with other subjects where possible and pupils were excited about the opportunities to learn West Indies dances related to the

work during Black history month and Bollywood dancing as part of a cultural development day.

- The school makes good use of a commercial scheme of work and resources to support teaching but this is not always transferred effectively into teaching and learning. For example, the opportunities for pupils to meet the strands of select and apply, and to evaluate and improve their own and others' work are not embedded fully into lessons and pupils say that they complete longer blocks of work with the coaches so they are able to learn more. The subject leader has already identified the curriculum as an area for review and further development.
- A small number of extra-curricular sports clubs are offered that include all age groups including a multi-skills club for Key Stage 1. Pupils talk enthusiastically about the increased opportunities to play football, for boys and girls, including playing against other teams in a Saturday league. The range of opportunities for inter-school sports competitions and festivals has increased since greater involvement with the sports partnership. Pupils enjoy the inter-house competitions, especially, competing in sports day at a specialist athletics stadium. The subject leader is aware that the number of pupils participating in at least one hour of additional PE and school sport is below average. He has started to explore how this can be improved in conjunction with the local sports partnership.

Effectiveness of leadership and management in PE

The effectiveness of leadership and management in PE is satisfactory.

- You and the subject leader have a broadly accurate view of PE provision and have identified priorities for improvement based on a mix of formal and informal monitoring activities. Previous actions have resulted in positive changes to the curriculum and the introduction of specialist coaches to broaden the range and quality of pupils' experiences. However, this is yet to impact fully on raising standards and the rate of pupils' progress. The subject leader takes good opportunities to survey the views of pupils, staff and parents. As a result, professional development has been planned to increase teachers' subject knowledge and use of assessment to deliver the subject with greater confidence. However, provision is not systematically monitored to ensure improvements are brought about at pace.
- PE has a high profile around the school, including good displays in working areas showing pupils' experiences and highlighting key aims of the National Curriculum activities. Engagement with the school sports partnership has increased following a more stable period working with one sports coordinator and is leading to a broader range of experiences for pupils and staff.

Areas for improvement, which we discussed, include:

- exploring ways for systematic monitoring and evolution of provision to bring about improvements at a greater pace

- improving the quality and consistency in teaching and learning by:
 - increasing the opportunities for pupils to take different roles in lessons
 - making better use of assessment information to plan work that meets the needs of pupils with different abilities especially in the challenge for the more able.

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 published on the Ofsted website. It may be used to inform decisions about any future inspection. Except in the case of academies, a copy of this letter is also being sent to your local authority.

Yours sincerely

Judith Rundle
Her Majesty's Inspector