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Mrs R Jones
Headteacher
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Dear Mrs Jones

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 and 8 March 2011 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 four lessons.

The overall effectiveness of PE is good.

Achievement in PE

Achievement in PE is good.

- Pupils make good progress in all key stages. By the time they leave at the end of Year 6, attainment is just above average and all pupils are able to swim the expected 25 metres. Pupils with special educational needs and/or disabilities and those who are learning English as an additional language are fully included in lessons and school sports activities. They make similar progress to other pupils because of the effective support from teaching assistants.
- Pupils' personal and social development is supported exceptionally well through activities which encourage working and cooperating with others. Pupils from all backgrounds work exceptionally well together and enthusiastically take part in activities. Their behaviour and attitudes in lessons are exemplary. They show a good regard for their own safety and

that of others and have a good understanding of healthy lifestyles. They talk knowledgeably about the necessity to eat a balanced diet and take plenty of exercise. Play leaders are keen to organise physical activity at lunchtimes and encourage younger pupils to take part.

Quality of teaching in PE

The quality of teaching in PE is good.

- The lessons observed ranged from satisfactory to outstanding. Relationships between teachers and pupils are strong, supportive and help promote calm and orderly lessons. Teachers have a good understanding of the value of PE to support pupils' all-round development. Planned links with other subjects promote pupils' academic achievement. For example, immediately following a dance lesson, pupils measured their heart rate and used the information to promote their understanding of the body's response to exercise and to develop their information and communication technology (ICT) skills.
- Teachers' lesson planning is detailed and shows clearly the activities pupils are to undertake. In lessons where pupils' learning is most effective, the activities are focused clearly on helping pupils improve their skills, teachers carefully guide pupils through the next steps in learning and give pupils good-quality ongoing assessment and feedback. However, this is inconsistent. In addition, some lessons do not have enough activity that focuses on improving pupils' fitness levels.
- Although some teachers are beginning to use ICT to promote learning in PE, it is not sufficiently developed.

Quality of the curriculum in PE

The quality of the PE curriculum is outstanding.

- All areas of learning from the PE National Curriculum are included in the school's curriculum. All pupils have in excess of two hours of PE and school sport each week and the large majority are involved in three hours. Daily organised activity is provided for all pupils through the 'Activate' programme. The before-school and after-school clubs provide an excellent range of additional sports activities. The schemes of work support teaching well with a clear progression of learning activities. A 'game of the week' is taught by teachers and is organised and run at lunchtimes by play leaders and supervisors. Kayaking, climbing and caving are among the outdoor activities undertaken by pupils at a local residential centre. Pupils with social and emotional difficulties take part in a daily session of Tai Chi which provides a calming and enjoyable experience. This helps pupils gain in confidence, develops their social skills and raises their self-esteem. Strong links between the school and external coaches add significantly to the quality of provision.
- The school provides a wide range of high-quality extra-curricular activities which are very well attended, especially by the pupils in Years 5 and 6. They make a significant contribution to pupils' enjoyment of learning and

provide effective opportunities for pupils to develop their skills in many aspects of PE and school sport. Those pupils who do not attend extra-curricular sports activities are identified by the school and encouraged to take part in an area of interest. Pupils have many opportunities to play in inter-school competitions and tournaments, often organised by the school sport partnership. Competition is encouraged and pupils are proud of their achievements. A teaching assistant keeps details of all current school records and individual pupil achievements. Winners, and those who have tried hard, are celebrated in assemblies and through the school website.

- There is a strong focus on ensuring that all pupils swim the expected 25 metres by the end of Year 6. Intensive swimming sessions are organised for pupils in Year 4 and those pupils who have not met the required standard attend further sessions in later years.

Effectiveness of leadership and management in PE

The effectiveness of leadership and management in PE is good.

- Since her appointment, the subject leader has attended several professional development courses which have significantly increased her knowledge and understanding of the subject. She is committed to improving all aspects of the school's work in PE and school sport and has a good knowledge of the subject's strengths and weaknesses.
- The subject leader checks on the quality of teaching through lesson observations and scrutiny of teachers' planning. Pupils' progress is monitored through completion of pupils' attainment records which relate to National Curriculum levels. However, the information is not evaluated effectively enough to monitor the progress of classes and groups of pupils.
- PE and sport have a high profile with displays around the school, sporting achievements recognised on the school's website and at an end-of-year prize day. Sports results are displayed on the school's notice-board. Strong links with the schools sport partnership are promoted well and make a significant contribution through the organising of sports competitions, providing training for teachers and financing sports coaches.
- Resources are good. There is an extensive field, a new full-size trampoline, ample equipment for gymnastics and games and a well-equipped outdoor area for the Early Years Foundation Stage.

Areas for improvement, which we discussed, include:

- bringing about consistently good or better teaching by ensuring that:
 - teachers plan activities that are focused clearly on helping pupils improve their skills, guide them through clear steps in learning and give good-quality ongoing assessment and feedback
 - all lessons have enough activity to significantly impact on raising pupils' levels of fitness
 - ICT is used more effectively to promote pupils' learning

- using the information on pupils' attainment to monitor and evaluate the progress made by classes and groups of pupils.

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

Roy Bowers
Her Majesty's Inspector