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Mrs A Hannaway
Headteacher
Halesowen CofE Primary School
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Dear Mrs Hannaway

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 23 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 three lessons and other activities.

The overall effectiveness of PE is satisfactory.

Achievement in PE

Achievement in PE is satisfactory.

- Children get a good start in the Early Years Foundation Stage and the majority make good progress in their physical development. Good improvements in the outdoor learning environment have resulted in more children reaching the expected level in their physical development. Learning and progress in Key Stages 1 and 2 are satisfactory. Teachers' assessments indicate that a majority of pupils reach the expected level in PE in Years 2 and 6. Achievement in swimming is good. Almost all pupils start swimming sessions with little or no water experience but most manage to swim the expected 25 metres before they leave in Year 6.
- Pupils' personal development benefits from their involvement in PE and sport. They enjoy taking part in physical activities and show positive attitudes in lessons. Pupils have many opportunities to be involved in physical activities at lunchtimes. Pupils in Year 6 are trained as play-

leaders and those interviewed were able to discuss and recall their learning about healthy lifestyles.

Quality of teaching in PE

The quality of teaching in PE is satisfactory.

- Three lessons were observed in which teaching was never less than satisfactory. Adult-led and independent learning opportunities were used well to develop children's physical skills in the Reception class. Sports coaches are used effectively to help develop pupils' physical games skills, although planning and teaching in the lesson observed was not focused sharply enough on the four strands of the National Curriculum. Teaching seen did not always take account of pupils' different abilities or make the most of the time available to secure good learning.
- Teachers use information and communication technology at the start of lessons to show pupils what they are aiming for but not to capture pupils' responses, apart from in the Early Years Foundation Stage where it is used extensively. Reports written for parents on their children's achievement in PE are detailed and informative, particularly for older pupils. A more systematic approach to assessing pupils' attainment and progress in games, dance and gymnastics is being introduced this year.

Quality of the curriculum in PE

The quality of the PE curriculum is satisfactory.

- Most pupils have two hours of PE on their weekly timetables. Five of the six areas of learning are identified in the overall curriculum programme, fulfilling statutory requirements; athletics activities are not included this year. Learning in PE is linked well to pupils' work in other areas of the curriculum, for example in dance and in adopting healthy lifestyles. Participation in dance has also been used to help improve pupils' writing. Pupils have the chance to take part in extra-curricular sports activities, tournaments and competitions, although they would like to have more of these.
- Sports coaches are deployed effectively to help strengthen provision and improve teachers' subject knowledge. Gymnastics teaching has been identified as an aspect of PE that requires strengthening and training is planned for the summer term. Pupils in Years 5 and 6 enjoy a good range of outdoor and adventurous activities during a residential visit in the spring term.

Effectiveness of leadership and management in PE

The effectiveness of leadership and management in PE is satisfactory.

- Senior staff have a strong commitment to improving provision. Termly action plans identify improvements to be made but not the impact these will have on pupils' achievements. Teachers' planning is monitored and reports are written about the success of sports clubs but insufficient time

is allocated to observing teaching and learning and evaluating achievement. Systems for assessing pupils' attainment and progress are at an early stage of development.

- Accommodation is good overall. Much has been done in the last two years to improve the quality of the outdoor learning environment in the Early Years Foundation Stage and the play environments for older pupils. The profile of PE and sport in displays around the school is modest.

Areas for improvement, which we discussed, include:

- continuing to establish a suitable system for assessing and recording pupils' attainment and progress
- ensuring balance is maintained in the curriculum and pupils engage in their full allocation of PE time each week
- adopting a more systematic approach to monitoring pupils' achievement in PE and evaluating the quality of teaching and learning.

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

Rob McKeown
Additional Inspector