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Mr J Lawson
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Dear Mr Lawson

Ofsted 2011–12 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 22 June 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 you and pupils; scrutiny of relevant documentation; observation of four lessons and an assembly; and observation of activity at break times.

The overall effectiveness of PE is good.

Achievement in PE

Achievement in PE is good.

- Pupils make good progress in their lessons and leave school with above average standards. Almost all pupils can swim 25 metres by the end of Year 6. Teaching assistants work well with pupils with special educational needs and/or disabilities. As a result, these pupils make progress in line with others in the school.
- Pupils talk positively about PE and sport in the school. They understand the importance of activity as part of a healthy lifestyle. Pupils enjoy taking part in daily activities, such as the 'Freddy fit' warm-up sessions.
- Some pupils have demonstrated leadership through PE by taking independent responsibility for initiating and running extra-curricular clubs. There is no formal mechanism to recognise or nurture this innate

leadership when demonstrated, although the school is very encouraging of their initiative when it is shown.

Quality of teaching in PE

The quality of teaching in PE is good.

- Expectations are high and pupils respond well to this. Lessons are well paced and work is set at an appropriately challenging level. Teachers effectively develop pupils' understanding of healthy lifestyles and the importance of exercise. Pupils enjoy being active because teachers are very encouraging and plan activities where pupils can succeed.
- Teachers effectively guide pupils to improve their skills, tactics and compositional skills. However, pupils have limited opportunities to evaluate and improve their own work and the work of their peers. In some lessons, teachers do not sufficiently plan opportunities for pupils to reflect on their performance and consider ways to improve their technique.
- The school monitors pupils' progress carefully so that teachers know how well each individual is doing. This information is relatively new and yet to have a significant influence on lesson planning.

Quality of the curriculum in PE

The quality of the PE curriculum is good.

- The curriculum offers a broad range of opportunities that cover all six areas of the National Curriculum. Outdoor and adventurous activity is a strong feature and is used well to develop, for example, teamwork and problem-solving skills. The school's long-term plans show appropriate coverage and progression. Individual teachers are skilled at adapting plans to meet the needs of each class. Increasingly, the school is finding opportunities to develop PE across the curriculum by linking activities to themes that cross subject areas.
- All pupils are timetabled for over two hours of PE and physical activity each week. About half the pupils take part in an adult-led extra-curricular activity at some time during the year. Most pupils take part in other informal physical activities at lunchtime and before school.
- The school has satisfactory links with sports clubs through the school sports partnership. Several coaches have worked in school and the school sends home information about clubs when it becomes available. A recent assembly was used well to introduce and inspire pupils using the 2012 Olympic Games and the Olympic values.

Effectiveness of leadership and management in PE

The effectiveness of leadership and management in PE is good.

- Leaders have a good understanding of the place of PE in the curriculum and strive to raise its already good profile in the school and with staff. Much work has been done in organising the curriculum so it links, where

appropriate, with other subjects being taught. Health and safety rules are taken seriously and leaders are proactive in ensuring that the school facilities are developed with pupils' safety and well-being in mind.

- Pupils' views are taken into account when developing opportunities for being active and participating in sport. The school council is very active in determining the equipment and organisation of activity on the playground.
- The school has recently started to monitor the quality of PE through lesson observations and the collection of data. Accurate information held by the school shows that leaders have a clear understanding of the subject's strengths and priorities for improvement. Professional development is effective as it successfully enriches provision for pupils.

Areas for improvement, which we discussed, include:

- developing pupils' leadership through PE and school sport by formalising opportunities to become play leaders and to develop coaching techniques
- ensuring lessons include good-quality opportunities for pupils to evaluate and improve their own and others' performance
- increasing links with external coaches and clubs so the school is able to effectively and proactively signpost pupils to clubs outside school.

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

Michael Sheridan
Her Majesty's Inspector