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Mrs H Otley
Headteacher
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Dear Mrs Otley

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 26 September 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; and observation of three lessons.

The overall effectiveness of PE is satisfactory.

Achievement in PE

Achievement in PE is satisfactory.

- The school's assessment information shows that children in the Early Years Foundation Stage make good progress in physical development. All groups of pupils in Key Stages 1 and 2, including those with special educational needs and/or disabilities, make satisfactory progress. By the time pupils leave at the end of Year 6, attainment is average and most pupils are able to swim 25 metres. Pupils have a satisfactory level of physical fitness.
- Pupils' personal development is supported strongly by their involvement in PE and school sport. In the lessons observed, pupils' behaviour and attitudes were exemplary. Pupils listen carefully to their teachers and work very well together. Play leaders are keen to organise games sessions for other pupils at lunchtimes. Pupils say that they thoroughly enjoy the lessons and are enthusiastic to take part in the after-school sport and

activity clubs. They show a good regard for their own safety and that of others, working carefully on apparatus and observing the safety rules. Pupils know how to eat healthily and have a satisfactory understanding of the effects of exercise upon improving health and fitness.

Quality of teaching in PE

The quality of teaching in PE is satisfactory.

- Lessons are very calm and orderly. Strong and supportive relationships between teachers and pupils, and praise for pupils' effort and performance help raise pupils' self-esteem and confidence. Pupils with special educational needs and/or disabilities are fully included in lessons because of the effective support they receive from teaching assistants.
- Teachers' lesson planning is detailed and shows clearly the activities pupils are to undertake. However, in some lessons, teachers talk for too long and pupils are not provided with enough activity to enable them to learn and practise their skills.
- All lessons provide some opportunities for pupils to improve their levels of physical fitness. However, these sessions are not long enough and the activities are not vigorous enough to promote significant improvements.
- Some links are made with other subjects, especially science and personal, social, health and emotional (PSHE) development. Although some teachers are beginning to use information and communication technology (ICT) to illustrate key skills and techniques and to enable pupils to evaluate their own performance and that of others, this is not sufficiently developed.
- Although no external coaches were in school during the inspection, the school reports that they make a good contribution to pupils' learning.

Quality of the curriculum in PE

The quality of the curriculum in PE is good.

- All pupils have access to the expected two hours of PE each week. This is supplemented by a variety of enrichment activities, including a wide range of well-supported extra-curricular clubs. Pupils are provided with swimming lessons in Year 3, often with additional lessons for those pupils who do not swim the expected 25 metres.
- The curriculum is well-balanced, covers all areas of activity in the PE National Curriculum and provides strongly for pupils' personal, social and emotional development.
- Outdoor and adventurous activities are provided for well through residential and day visits, where pupils take part in activities such as walking, canoeing, caving, and abseiling. The school is pro-active in establishing links with local sports clubs to add to pupils' experiences and develop their skills. Many pupils take part in inter-school competitions and are proud of their successes.

- The school uses a commercial scheme of work which provides teachers with clear guidance on how pupils' learning can be developed progressively over time. Work with a local theatre group helps pupils to develop their dance skills. Current work with the Olympic Partnership gives pupils a greater insight into local sports events and achievements.

Effectiveness of leadership and management in PE

The effectiveness of leadership and management in PE is satisfactory.

- Regular praise in assemblies and many awards for performance and effort help to ensure that PE and school sport have a high profile in the school. The subject leader monitors teachers' planning. The developing partnership with other local schools is beginning to provide a good source of support and development.
- The subject leader is aware of the main strengths and areas for development and has clear plans for improvement. However, procedures for monitoring and evaluation are not regularly or systematically undertaken and the tracking of pupils' progress is underdeveloped.

Areas for improvement, which we discussed, include:

- enabling the subject leader to undertake regular and systematic monitoring and evaluation in PE and careful tracking of pupils' progress
- ensuring that, in lessons, teachers do not talk for too long and pupils are provided with enough activity to enable them to learn and practise their skills
- ensuring that pupils are provided with activities which are long and vigorous enough to have a significant impact on improving their fitness
- using ICT more effectively to illustrate key skills and techniques and to enable pupils to evaluate their own performance and that of others.

I hope that these observations are useful as you continue to develop PE in the school.

As 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. A copy of this letter is also being sent to your local authority.

Yours sincerely

Roy Bowers
Her Majesty's Inspector