

Aviation House  
125 Kingsway  
London  
WC2B 6SE

T 0300 123 1231  
F 020 7421 6855  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



18 June 2012

Mrs S Evans  
Headteacher  
Ringwood Junior School  
Hightown Road  
Ringwood  
Hampshire  
BH24 1NH

Dear Mrs Evans

### **Ofsted 2012–13 subject survey inspection programme: physical education (PE)**

Thank you for your hospitality and cooperation, and that of your staff and pupils, during my visit on 29 May 2012 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 and other activities.

The overall effectiveness of PE is outstanding.

#### **Achievement in PE**

Achievement in PE is outstanding.

- Pupils attain high standards overall, particularly in swimming and gymnastics. They make swift and sustained progress from their starting points on entry to the school because of high-quality teaching. Pupils acquire new skills and knowledge at a rapid pace. They select and apply their skills well in a broad range of activities. They are all confident and highly competent in observing and evaluating each others' work and make useful and accurate suggestions on how to improve further. They know how to keep fit and healthy and most chose to be active at breaks and lunch times.
- Pupils show high levels of perseverance. They want to learn and improve their performance. They demonstrate excellent levels of physical fitness and can sustain hard work throughout lessons. All pupils spoken to say

how much they enjoy PE and learning new activities. This is reflected in high participation rates in lessons and in enrichment opportunities. Pupils recognise that everyone is encouraged to do their best at all times. They have excellent opportunities to provide feedback on provision and take a wide variety of roles within lessons and around the school. The Olympic ambassadors and play leaders are excellent champions of the subject.

### **Quality of teaching in PE**

The quality of teaching in PE is outstanding.

- Staff are excellent role models and their enthusiasm for the subject is infectious. Relationships between adults and pupils, and between pupils, are excellent. Teachers' strong subject knowledge is used well to set high expectations, clear objectives and success criteria and to match work to the needs of pupils with different abilities. Higher-attaining pupils are challenged well because good use is made of the 'realising pupil potential plans' and additional tasks including leading and coaching their peers. Outstanding questioning extends pupils' independent thinking and helps them to find creative solutions to tasks. Teachers use a wide range of resources, equipment and strategies to ensure lessons are stimulating, engaging and motivational. Non-performers are given meaningful observation and/or coaching roles.
- Staff observe and intervene with specific feedback, and use appropriate demonstrations of good practice to support learning and ensure that all pupils make rapid progress. The use of digital cameras provides immediate visual feedback and helps pupils to understand how to improve their own work further. Excellent use is made of previous learning, including video clips to remind pupils of the strengths to maintain and their targets for improvement. Pupils were particularly enthusiastic about using 'growing points' and enjoyed identifying 'nuggets of good work'.
- Assessments of learning in lessons are comprehensive and accurate. New summative assessment procedures have been quickly embedded but all strands of the PE National Curriculum are not assessed in the same depth as pupils' attainment of physical skills. Assessment information is analysed thoroughly by different groups and a secure view of pupils' progress over time is emerging swiftly.

### **Quality of the curriculum in PE**

The quality of the curriculum in PE is outstanding.

- The curriculum is broad, balanced and offers a breadth of high-quality experiences in lessons and during enrichment opportunities. All pupils access a minimum of two hours of PE each week and a high proportion participates in extra-curricular activities. Inclusion of all pupils is a strength of provision. Activities to match the needs of disabled pupils, those with other special educational needs, and lower-ability pupils are included in schemes of work and lessons. Small groups of pupils are targeted for additional activities at lunchtime or after school to support their specific

needs or to improve their participation. Programmes are adapted to engage more pupils through the introduction of street dance, tri-golf and girls-only football sessions.

- Excellent links are created between PE and other aspects of the school work. For example, through dance themes on monsters and the Greeks, a pedometer walking challenge and learning about muscles and circulation in science. Pupils enjoy raising money through 'scooterthon' and 'Run for Fun' events and value the rewards and celebrations of their successes.
- Pupils have a broad range of opportunities to compete against other schools and through the inter-house sports day. Excellent links have been established with other local schools and sports clubs to extend enrichment opportunities further. Pupils benefit from outdoor and adventurous activities during residential visits and/or day long programmes.

### **Effectiveness of leadership and management in PE**

The effectiveness of leadership and management in PE is outstanding.

- High-quality monitoring, evaluation and action planning generate high-quality standards and rapid pupil progress. The strategic leadership of the headteacher has ensured that consistently high standards have been maintained during the transition from one subject manager to another. Subject leaders are knowledgeable and demonstrate excellent subject expertise. Consequently they provide effective support to others in the school and have brought about effective changes to improve provision. Opportunities for training, sharing best practice and working alongside an advanced skills teacher of PE are excellent.
- PE has a high profile around the school. The Olympic Games are used to promote personal values and the importance of being active. Excellent links have been maintained with local sports partners including a community sports officer to extend enrichment opportunities further.

### **Areas for improvement, which we discussed, include:**

- extending summative assessment procedures to reflect more fully the strands of the PE National Curriculum.

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

**Judith Rundle**  
**Her Majesty's Inspector**