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09 January 2007

Mr R Bateman
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Dear Mr Bateman

Ofsted survey inspection programme 2006/07- Physical Education

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 04 December 2006 to look at work in Physical Education (PE).

As outlined in my initial letter, as well as looking at key areas of PE, the visit had a particular focus on the Physical Education School Sport and Club Links (PESSCL) strategy.

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. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: interviews with key staff and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of two lessons. I looked at facilities and sampled extra curricular activities.

The overall effectiveness of PE was judged to be good.

Achievement and standards

Achievement in PE is good at both Key Stages 1 and 2.

- Pupils make better than expected progress towards the National Curriculum learning objectives at each Key Stage.
- Standards at Key Stage 1 and 2 are broadly average, although a minority of pupils demonstrate above average standards. Given the starting point of pupils whose physical development and attainment on entry to

reception classes are generally below average, this represents good progress.

- The school has developed a number of talented football players who attain very high standards and are now linked to professional clubs. The standards observed in extra curricular judo were satisfactory overall.
- Through PE, pupils develop good awareness of the benefits of adopting a healthy lifestyle. Pupils are given good opportunities to acquire, develop and evaluate their skills.
- The vast majority of pupils enjoy PE, are well behaved and display positive attitudes to learning. Participation rates are excellent.

Quality of teaching and learning of physical education

The quality of teaching and learning is good, with some exemplary features.

- Consistently effective teaching is contributing to the good progress pupils make as they move through the school. Typically, teaching is well planned, supportive and progressive. This encourages pupils' enjoyment and contributes to a positive learning climate. Good attention is paid to developing pupils' skills at least in line with what is expected for their age group.
- Current assessment procedures are satisfactory. An improved system has recently been introduced, but is not yet embedded. Pupils are not always aware of how well they are doing and what they need to do to improve further.
- There was a tendency for a small minority of pupils to lose concentration and display some silly behaviour during lessons; however, when this occurred, it was handled well by the class teacher.

Quality of curriculum

The quality of the curriculum is good overall.

- The school meets PE National Curriculum requirements and the curriculum is well matched to the needs and interests of the pupils. The school provides a good range of extra curricular activities. Provision is further enhanced by links with the school sports partnership, which has introduced a number of new activities.
- The programme offered is broad and includes gymnastics, dance, games and swimming. A play leaders' scheme provides pupils with some good leadership opportunities. On average, 75 minutes curriculum time is allocated to PE but some pupils in Key Stage 1 only receive 30 minutes, which is well below the government target of two hours. The range and quality of accommodation, learning resources and equipment support the curriculum well.
- The lengths of existing units of work do not always promote continuity and progression in pupils' learning. For example, individual athletics activities may only be experienced once during a six week cycle, and then

not revisited until a year later. This makes it difficult for children to build on their prior learning.

Leadership and management of physical education

The quality of leadership and management in PE is good.

- The subject manager is competent and works effectively to ensure that PE runs well on a day to day basis. Senior managers have an accurate view of the strengths and weaknesses of the subject and the subject manager has developed a good action plan to improve identified issues. Curriculum mapping and staff deployment are well conceived. Resources are used appropriately. Suitable monitoring systems are in place, for example, there has been some good work scrutiny involving lesson observations, monitoring and evaluating pupils' work and progress. This has been used well to inform action plans.
- Staff are made aware of suitable training opportunities and regular meetings are held to discuss relevant issues and share ideas. The subject manager has the capacity to deliver further improvements.

Subject issue- Impact of the PESSCL strategy

- The school has been involved with the school sports partnership programme for a year, and it is having an increasing impact. Provision is not yet apparent across all the PESSCL strands but the school has benefited from the top-up swimming programme and the increased opportunities pupils have had to experience new activities. In addition, a number of festivals for sport and coaching events give pupils good opportunities to compete and develop further their skills, knowledge and understanding of PE and sport.
- Teachers are benefiting from development opportunities that are improving the confidence and competence with which they plan and deliver PE. Some good links have been made with local football, rugby and athletics clubs to provide development pathways for talented pupils.

Inclusion

- The schools arrangements to promote inclusion are satisfactory. All pupils are involved in PE lessons including those with learning difficulties or disabilities. Teachers plan activities to suit the needs of pupils and use their time proportionately, so that pupils requiring the most support and guidance receive it. Pupils also benefit from an after school PE club for pupils with special needs.
- Teaching assistants are not routinely utilised to support pupils with learning difficulties or disabilities and the school do not make use of adapted equipment or learning aids to support pupil progress further.

Areas for improvement, which we discussed, included:

- improving the time allocated to curriculum PE across the key stages
- enhancing the quality of assessment procedures and the use of target setting
- ensuring units of work promote continuity and progression in pupils learning.

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

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

John Young
Her Majesty's Inspector