

Alexandra House  
33 Kingsway  
London  
WC2B 6SE

T 08456 404045  
F 020 7421 6644  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



10 October 2006

Mrs Janette O'Brien  
Headteacher  
North Bradley CofE Primary School  
Church Lane  
North Bradley  
Trowbridge  
Wiltshire  
BA14 0TA

Dear Mrs O'Brien

Ofsted survey inspection programme – Physical Education

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 9 October 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 on improving the quality of PE and school sport in schools.

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 staff and pupils, scrutiny of relevant documentation and observation of two lessons.

The overall effectiveness of PE was judged to be satisfactory with several good features.

Achievement and standards

Overall, achievement and standards in PE are satisfactory.

- This confirms the school's view. The standards of work and progress seen in lessons are also satisfactory. The school's records show that

most pupils in the Reception class make good progress in all aspects of physical development and achieve or exceed the standards expected.

- All pupils demonstrate a good awareness of space and display a strong understanding of the purpose of the warm-up and cool-down periods. The younger pupils can perform simple dance travelling steps with confidence and control. They collaborate effectively in pairs and small groups to create dance motifs and they show an appropriate appreciation of compositional patterns associated with medieval dance.
- Year 3 and 4 pupils are developing satisfactory ball skills and most can throw and catch accurately on the move within a restricted space. Some are developing a good understanding of tactical play in small-sided games.
- All pupils enjoy and have good attitudes to PE; they are enthusiastic and want to learn. Their behaviour is good.

### Quality of teaching and learning of PE

The quality of teaching observed was satisfactory, with some good elements.

- All adults have a positive teaching manner that leads to very good relationships with their pupils. Planning is thorough and the learning objectives are explained carefully at the start of the lessons.
- Cross-curricular links are developing well in dance and the pupils receive good opportunities to improvise and compose, which they do so with confidence and enjoyment. However, not enough emphasis is placed upon developing the pupils' aesthetic appreciation of the expressive qualities of dance performance.
- In games, excellent attention is given to ensure the warm-up proceeds at a vigorous pace and tasks are structured carefully to enable the pupils to consolidate and extend new ball skills. However, in restricted indoor space, several pupils need to learn to practise these more sensibly to ensure swifter progress.
- The school recognises that it is at an early stage in collecting data on pupils' achievements and establishing procedures to record the pupils' progress in the four aspects of the programme of study. Although teachers know the pupils' strengths and weaknesses, more thought needs to be given as to how assessment is used to help the pupils know what they need to do to improve.

### Quality of curriculum

This is judged to be good.

- The curriculum is broad, fully inclusive and meets the pupils' needs. Strong links are made between PE and other appropriate subject areas. All pupils receive the recommended weekly two hours of PE and the variety of activities on offer is good. Effective use is made of break and

lunchtimes to provide pupils with additional structured play which they enjoy.

- The range and quality of extra-curricular provision is good. The number of pupils participating in clubs, competitive events and festivals is high and comprehensive records are in place to monitor the pupils' participation. Accommodation is good; resources are carefully maintained and are of a pleasing standard.

## Leadership and management of PE

Leadership and management of PE are good.

- The strong leadership shown by you and the subject leader ensures PE enjoys a high school profile. There is a firm commitment to continued improvement and all adults work hard to achieve this.
- Subject monitoring and evaluation are good. The school recognises the need to strengthen the teachers' subject knowledge in dance and improve its assessment and recording procedures. Training and development are well managed and all adults attend relevant courses.

## Subject issue – Impact of the Physical Education School Sport and Club links (PESSCL) strategy

- The school has embraced this initiative positively and the sports partnership programme is helping to improve the quality of provision for PE. The subject leader works well with the school sports coordinator and local schools to create new opportunities for both pupils and adults.
- Professional development programmes and additional resources are extending the range of activities available to pupils which they appreciate. There is a good range of courses, festivals, tournaments, competitions and clubs and the school is using external coaches, students, parents and grandparents to enrich current provision.

## Inclusion

The inclusion of all learners is central to the school's vision. Pupils rate PE highly and understand how important it is to be healthy. Pupils with learning needs and disabilities receive excellent support and make very good progress. Gifted and talented pupils are identified and they are encouraged to attend clubs. Good questionnaires are circulated to parents and pupils to seek their views about their personal development, health and well-being. The school's analysis of returns is systematic and it responds appropriately to meet requests.

Areas for improvement, which we discussed, included:

- to develop teachers' subject knowledge in dance

- to improve formal assessment and record keeping procedures to ensure pupils know what they need to do to improve
- to collect and analyse data systematically to show evidence of pupils' standards and achievements in PE.

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

Mary Harlow  
Her Majesty's Inspector