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Mr Keith Ledbury
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Dear Mr Ledbury

Ofsted survey inspection programme – Physical Education

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 07 February 2007 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 impact of 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 staff, children and the school; sports coordinator, scrutiny of relevant documentation, and observation of two lessons.

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

Achievement and standards

Achievement in PE is good.

- Standards in the small number of lessons observed are good, which is better than school data indicates. Standards in swimming are above the national expectations as the majority of pupils swim the required 25

metres by the end of Year 5. As many of the pupils enter the school swimming less than five metres this shows at least good progress. Pupils also make good progress in the Foundation Stage because of the quality of teaching. However more able pupils are not always challenged to achieve their best.

- Pupils have good understanding of developing a healthy lifestyle by eating a balanced diet and taking regular exercise.
- Pupils behave very well in lessons and are fully engaged in all the activities. They co-operate with each other and work extremely well in small groups. Pupils comment on how much they enjoy PE because it is fun and they learn lots of new things.

Quality of teaching and learning

The quality of teaching and learning is good.

- Teaching is good overall with some outstanding features in Key Stage 1 where more individual and group feedback is given to improve work.
- The school employ a private sports and coaching company to deliver half of the PE programme. This is well conceived and coaches have good subject knowledge.
- All lessons are well structured because of comprehensive planning and all pupils are made aware of what they are expected to learn. Pupils have very good opportunities to acquire and develop their skills and most are able to select and apply skills appropriately, although limited opportunities are planned for pupils to evaluate and improve their own and others' work.
- Clear records of pupils' progress are kept in all PE activities. The information is used very effectively to identify pupils that require additional support, for example in the development of hand-eye coordination, spatial awareness or behaviour as well as pupils with particular gifts and talent. The school has already identified the need for a more consistent approach between teachers and the private company when assessing pupils' progress and standards.
- An outstanding range of resources is used very effectively to support teaching and learning.

Quality of curriculum

The quality of the curriculum is good with outstanding extra curricular provision.

- The school allocates two hours of curriculum time to PE and offers a good balance of National Curriculum activities. Pupils have very good access to swimming lessons throughout Key Stage 2 which reflects the good progress made in the activity.

- Pupils have access to an outstanding range of extra curricular opportunities which have been further enhanced by involvement with the PESSCL strategy.
- Pupils identified as requiring additional support have specific lunchtime activities that are well planned to target the development of their skills. Well trained teaching assistants take a prominent and effective role in the delivery of the lunchtime activities.
- Further enrichment opportunities are offered through a number of residential experiences and good links with local sports clubs. For example the local orienteering club and professional football club.

Leadership and management of PE

The quality of leadership and management in PE is good.

- The subject leader and senior staff have very good understanding of the strengths and areas for development in PE. Although the PE subject leader is new to the role he has a clear vision for improvement of the subject, however this is not currently translated into an effective action plan.
- A published scheme of work is adapted very well by teachers to meet the needs of pupils and is supplemented effectively with additional resource material. Although planning and use of the scheme of work is good, no long term curriculum map for PE is available to help the subject leader monitor continuity of learning experiences.
- The subject leader is given good time to develop his role and is supported well by senior staff. He is starting to undertake a broad range of monitoring and evaluation activities and has been prepared well by senior staff through good professional development opportunities.
- A programme of observations has been completed for both teachers and the private coaching company; they are comprehensive and include pertinent points for development.

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

- The PESSCL strategy is having a very positive impact at the school. Very effective links have been created between the school and the school sports coordinator to support improvements in teaching and learning and particularly in extending the range of opportunities for pupils outside the curriculum.
- The subject leader has attended training sessions and attendance at primary link teacher meetings is helping him to focus on improving aspects of provision at the school.
- All staff at the school have taken advantage of professional development courses, resulting in more confident teaching and introduction of the lunchtime activity programmes.

- Pupils have increased opportunities for competition both in their own school and against other schools in festivals run by sports leaders from the local sports college.
- The school is starting to make use of the 10 high quality outcomes during PE lessons.

Inclusion

- This is a strength of the schools provision. The emphasis on improving behaviour through physical education and school sport, including good use of the 'breakthrough' project, has had a very positive effect and no misbehaviour was observed during the visit.
- All pupils are fully included in lessons. Teaching assistants are deployed very effectively to support pupils with learning difficulties, disabilities or physical development needs both in lessons and during lunchtime activities.
- Pupils identified as gifted and talented have good access to extension activities at the local sports college, such as the multi skills club and through links with local sports clubs.
- The school has a good process for recognising success and pupils comment favourably when their sporting achievements outside school are also celebrated publicly.

Areas for improvement, which we discussed, included:

- review assessment procedures to ensure better consistency in judgements and use of the information, especially to identify and challenge more able pupils
- ensure all lessons, particularly those of coaches, make better use of the four aspects of the PE National curriculum, especially evaluating and improving work
- produce a long term curriculum map to support monitoring the continuity of 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

Judith Rundle
Her Majesty's Inspector