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08 June 2007

Mrs T Rogerson  
Headteacher  
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Dear Mrs Rogerson

Ofsted survey inspection programme – Physical Education

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 23 May 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 continuity of learning between key stages.

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 children, scrutiny of relevant documentation, analysis of children's reports and observation of three lessons.

The overall effectiveness of PE was judged to be satisfactory.

Achievement and standards

Achievement in PE is satisfactory.

- Standards in PE are average. The 2006 Foundation Stage profile indicates that most children in Reception reach the expected level in their physical development by the time they enter Year 1. Children get a good start in the Foundation Stage and make good progress.
- Progress for pupils in Key Stages 1 and 2 is satisfactory. The schools records show that most pupils reach the expected levels for their age in Years 2 and 6. An improvement in the teaching of gymnastics, following training for teachers, has led to pupils achieving higher standards in this

aspect of PE. Similar improvements are expected in athletics and outdoor and adventurous activities, once new schemes of work are introduced alongside further staff training. Achievement in swimming is good; most pupils leave the school able to meet the National Curriculum standard.

- Pupils' personal development and wellbeing are enhanced by the PE and sport activities provided for them. Pupils have positive attitudes and know that it is important to take exercise to keep fit and healthy. They behave well in lessons and most participate enthusiastically. Pupils observed in Years 5 and 6 showed very good perseverance in trying to meet the teachers' expectations for high quality outcomes in their performances. Older pupils have the chance to train as junior leaders. This enables them to take responsibility for leading and supporting playground activities and events for younger pupils.

### Quality of teaching and learning

The quality of teaching and learning is satisfactory.

- Three lessons were observed, one was good and two were satisfactory. The good lesson was conducted at a brisk pace and pupils worked well together in pairs. There was a strong focus on evaluating and improving performances and pupils were committed and enthusiastic throughout. Learning was purposeful and pupils made good progress. In the lessons that were satisfactory, the pace of learning was sometimes too slow and insufficient attention was placed on helping pupils to improve their responses and achieve high quality outcomes. In two of the lessons there was insufficient rigour in the warm up.
- More effective assessment was seen in the good lesson where the teacher used his observations and questions well to help pupils improve their work. Teachers are beginning to assess and record pupils' attainment at the end of each unit of work and match these assessments to the National Curriculum level descriptors. The subject leader appreciates that a tracking system is now needed to monitor pupils' achievements as they move through the school. Detailed reports are written on children's physical development in the Foundation Stage, much less information is provided for parents on their children's achievements in other year groups. Teachers are not yet using Information and Communication Technology to support their own and pupils' self assessment in lessons.

### Quality of curriculum

The quality of the curriculum is satisfactory.

- Time for PE has been extended to two hours for most pupils; this includes two lessons each week and a daily activate session which helps pupils with their coordination and concentration. A curriculum map is in place and this shows that all aspects of PE are covered in the learning programme.

- Teachers use a published scheme to plan PE lessons and this has helped improve learning continuity, although more emphasis is required in matching the plans to meet all pupils' learning needs. The curriculum is to be strengthened further with staff training and schemes of work for athletics and orienteering.
- Involvement in the PE, school sport and club links (PESSCL) programme has provided more extra curricular opportunities and sports competitions for boys and girls. Governors and parents are involved in helping to run teams and clubs. Year 6 pupils were very positive about the improvement in the range of PE and sports activities introduced over the last two years. Where possible teachers try and link learning in PE to work in other subjects. Accommodation and resources are good.

### Leadership and management of PE

The quality of leadership and management in PE is good.

- The subject leader is committed to improving provision. Her involvement in the PESSCL programme, enthusiasm and good organisation has led to several improvements. She has a good understanding of the strengths in PE and what requires further development. She has helped staff to improve their planning and assessment, and used funding well to purchase new resources. During the inspection, she ran a very good multi-sports activity afternoon for Year 1 pupils which included a group from another local primary school.
- Monitoring and evaluation include observing lessons, and collecting views from staff and pupils on the impact of the PE and sport programme. The school is following the PESSCL partnership action plan and the subject leader regularly attends partnership meetings and training to improve her skills. The subject leader recognises the need to introduce the tracking of pupils' progress to enable her to judge standards and achievement more accurately. A stronger focus is also required on improving the quality of teaching in classes where it is satisfactory.

### Subject issue – Continuity of learning between key stages

- Good emphasis is placed on children making a smooth transition from the Foundation Stage into Key Stage 1. Teachers recognise the importance of building on from the good development of pupils' physical skills in the Foundation Stage. Teachers in Year 1 use the Foundation Stage profile to adapt their planning to cater for pupils who have not reached the early learning goal in physical development.
- Transition from Key Stage 2 to Key Stage 3 is satisfactory and improving. Many improvements have been introduced by the school sports coordinator, who is a regular visitor to the school, training young leaders, leading sports activities and promoting sport in assemblies. Primary and secondary teachers have had the opportunity to observe lessons outside their phases and schemes of work introduced in primary schools are also

used in Key Stage 3. A PE transfer record is in place but not enough information is included on pupils' attainment and achievements. There are many sports festivals and inter-school competitions organised for primary pupils which are hosted at local secondary schools. Junior sports leaders trained at secondary schools provide good role models for primary pupils when they help to run local tournaments.

## Inclusion

- All pupils are included in lessons. Teachers' planning identifies pupils that may require additional support but too little emphasis is placed on challenging more able pupils to reach higher standards. Pupils who are talented at sport are placed on the school's gifted and talented register and encouraged to develop their particular strengths. The sports partnership organises activities for talented pupils, runs a mentor programme and has good links with local sports clubs.
- A positive emphasis is placed on involving more pupils in sport including playing individual sports such as golf. Provision for girls has improved with the opportunity to play in a girls' football team. The daily activate sessions help all pupils to develop their coordination skills.

Areas for improvement, which we discussed, included:

- strengthening teaching and learning in the classes and aspects of PE which are satisfactory
- establishing a suitable tracking system to monitor standards and achievement
- making effective use of ICT to improve assessment in lessons.

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

Rob McKeown  
Her Majesty's Inspector