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Mrs J Milnes
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Dear Mrs Milnes

Ofsted survey inspection programme – Physical Education

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 13 June 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 pupils' reports and observation of two lessons.

The overall effectiveness of PE was judged to be satisfactory.

Achievement and standards

Achievement in PE is satisfactory.

- Standards overall are at expected levels but vary across the different aspects of PE. Pupils reach higher standards in games activities, (particularly in invasion and striking and fielding games) and in dance than they do in gymnastics. Almost all pupils leave the school having achieved or exceeded the expected standard in swimming.

- The school believes that most children achieve the early learning goal in physical development before they enter Key Stage 1. This could not be verified as the Foundation Stage profile records are not analysed and they were not available for scrutiny. In the lesson observed in class one, most children of reception age showed movement, control and coordination commensurate with achieving an appropriate level of physical development.
- Children make satisfactory progress as they move through the school. Progress is better in those aspects of PE where the teaching is more effective. In gymnastics, progress is compromised by the lack of suitable indoor accommodation.
- Pupils' personal development and well being are enhanced well by their participation in PE and sport. Pupils' fitness levels are good. Taking part in regular skipping exercises and in activities such as the 'Ian Wright' challenge has contributed to this. Behaviour and attitudes in the lessons observed were very good and all pupils were positively engaged. Pupils interviewed said they enjoyed their PE lessons and appreciated why it is important to keep fit as part of a healthy lifestyle. They said they would like more opportunities to take part in sports club activities at school and better facilities, such a suitable hall space in which to do gymnastics.

Quality of teaching and learning

The quality of teaching and learning is satisfactory.

- Two lessons were observed, one dance and one games. The lessons were planned thoroughly with a suitable emphasis placed on all four strands of the PE programme of study. Resources were used effectively to support teaching and learning. Pupils were managed well and teaching assistants were very effective in supporting individuals and groups of pupils, enabling them to participate fully. At times the pace of learning was slow when pupils were inactive for too long. There were few opportunities for pupils to be creative and show independence. We discussed how pupils might be grouped more successfully when they are applying their skills and how information and communication technology can be used to capture pupils' performances for assessment and evaluation.
- Assessment is included in lessons with teachers observing pupils' responses and asking questions to test their understanding. These assessments are used to inform teaching points and to select pupils who can demonstrate the expected learning outcomes. The subject leader has begun to explore how teachers' assessments can be recorded so that pupils' attainment and progress can be tracked as they move through the school. Reports written by teachers for pupils in Reception and Year 6 provide parents with useful information on their child's achievements in PE.

Quality of curriculum

The quality of the curriculum is satisfactory.

- Older pupils have two hours of PE each week but younger pupils only one and half hours. The school does well to teach most aspects of the PE National Curriculum without suitable indoor accommodation. Good use is made of the playground and local sports field for games activities. Swimming is included for pupils in Years 4, 5 and 6 but outdoor and adventurous activities are not. Work is planned on drawing up a suitable curriculum map and reorganising the current schemes of work. The school recognises that outdoor learning opportunities for Foundation Stage pupils are limited and require improvement.
- The subject leader, undaunted by the restrictions in accommodation, has introduced some innovative activities which enable pupils to be more active such as the 'wake up and shake up' programme and a walking club. The extra curricular sports programme is limited but more activities are expected to be provided through the PE, school sport and club links (PESSCL) programme which the school joined this year.

Leadership and management of PE

The quality of leadership and management in PE is satisfactory.

- The subject leader has a good understanding of the strengths and weakness in provision and has completed a useful subject audit and self evaluation. Pupils have also had the chance to give their views about PE which confirmed where improvements were required in the curriculum. The subject leader has drawn up a list of improvement priorities but these have yet to be placed in a coherent action plan with milestones and success criteria.
- The school plans to use its involvement in the PESSCL programme to strengthen the curriculum, to involve pupils in a wider range of sports activities outside of the school day, and to improve teaching and learning. Improvements are also required in monitoring and evaluation, particularly of teaching and learning and of the standards reached by pupils in the Foundation Stage and Key Stage 1.

Subject issue – Continuity of learning between key stages

- Children in the Foundation Stage and Year 1 are in a mixed age class which includes Year 2 and Year 3 pupils. Learning experiences are planned for the whole class and Foundation Stage children benefit from working with older pupils in PE activities. Foundation Stage children also receive support from an early years assistant. They do not have regular free

access to outdoor play activities or to a full range of resources to support their early physical development.

- Stronger links are developing with the partner secondary school as part of the PESSCL programme. The school sports coordinator (SSCO) and subject leader have discussed the need to update the school's long, medium and short term planning. The SSCO has also led a lesson for older pupils.
- Other developments within the sports partnership are planned to improve transition, such as organising tournaments and festivals for primary pupils at the secondary school and adopting a cross phase system for assessing achievement and tracking progress. The partnership has not drawn up an action plan for improving transition and there is very little formal discussion about curriculum continuity or teaching and learning across the key stages.

Inclusion

- All pupils are included in PE lessons. The quality of support from teaching assistants is generally good and in some cases outstanding. In the dance lesson in class one, the excellent support provided by a teaching assistant enabled one pupil to participate fully.
- Pupils who are talented at sport are recognised and their talents recorded on the school's gifted and talented register. The school does not provide a separate programme for these pupils but they are encouraged to extend their particular talents in local clubs.
- We discussed how older pupils might benefit from having the chance to train to be junior play leaders to enable them to take more responsibility for organising and supporting play activities for younger pupils.

Areas for improvement, which we discussed, included:

- drawing up a curriculum map, reorganising schemes of work and strengthening planning
- establishing a workable system for assessing and recording pupils' achievements in PE
- strengthening monitoring and evaluation of standards and the quality of teaching and learning in the Foundation Stage and Key Stage 1
- extending opportunities for pupils to engage in out of hours 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

Rob McKeown
Her Majesty's Inspector