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Mrs E Bleasdale  
Headteacher  
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Dear Mrs Bleasdale

Ofsted survey inspection programme – Physical Education

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 4 June 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 continuity of learning between key stages.

The visit provided valuable information that will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but we will not identify individual institutions in the main text. We will publish all feedback letters on the Ofsted website at the end of each half term.

The evidence used to inform the judgements made included: interviews with staff, a parent governor and children, scrutiny of relevant documentation, observation of five parts of lessons. I looked at facilities and sampled extra curricular activities.

The overall effectiveness of physical education was judged to be good.

Achievement and standards

Standards attained are above average, and pupils make good progress.

- The Foundation Stage profile indicates that children in Reception achieved the expected level for physical development by the time they entered Year 1.
- Achievement is good because pupils enter Key Stage 1 with broadly average standards and go on to make better than expected progress. By

the time they leave the school at the end of Year 6 the standards they reach are usually higher than those of pupils nationally. Pupils make good progress in acquiring, developing and evaluating their skills in PE. They have good understanding of what happens to their bodies when they exercise and good awareness of why it is important to keep fit and healthy.

- Children really enjoy PE and sport at school. They feel staff want them to do well and this reflects in their excellent attitudes and behaviour, and the good relationships that exist between staff and pupils. Pupils receive good opportunities to undertake leadership roles, work independently and as part of a group. This gives them confidence and is improving their self-esteem.

### Quality of teaching and learning

The quality of teaching and learning is good.

- Teaching is good, with exemplary features. Although staff are not PE specialists, they adapt their teaching skills very well to the demands of the subject. They have a keen interest in PE and have benefited from numerous training and professional development opportunities. This has boosted the confidence, and competence with which they deliver the subject.
- Lessons are well structured and teachers employ an outstanding range of approaches to motivate and engage pupils. Pupils thrive in the challenging, yet supportive learning culture teachers promote. The excellent deployment of learning support assistants enriches the experience of pupils with learning difficulties and /or disabilities. Pupils benefit from activities that are tailored to their particular ability needs, and progressively challenging tasks, which allow most children to make good progress relative to their starting point. Pupils have very good opportunities to assess and evaluate their own and others progress, and teachers use of questioning to develop pupils knowledge and understanding is first-rate.
- Less successful aspects of teaching include insufficient demonstration of best practice, and/or lack of corrective intervention to reinforce appropriate technique and quality of movement. On occasion, this resulted in a minority of pupils who were unable to develop and apply their skills competently and/or consistently. This was compounded when staff did not ensure that sufficient lesson time was dedicated to practice and refinement, so that learning was consolidated, before moving on to the next phase of the lesson.
- The schools' recently introduced assessment system is satisfactory. Teachers assess pupils at the end of each unit of work, and pupils receive an annual report, informed by these assessments. In addition, pupils receive informal feedback from teachers on their progress during lessons. However, the school does not yet have a method for initial assessment which means it cannot accurately track pupils' progress from their starting

points. Pupils are not aware of their levels of attainment, nor can they recall what they need to do to make further progress. At present pupils are not actively involved in the assessments made by teachers about them.

### Quality of curriculum

The quality of the curriculum is good.

- The curriculum provides pupils with good opportunities to experience a broad range of PE activities. Pupils access up to two hours of PE, including swimming in Key Stage 2. There is good breadth in the activities provided. The school currently offers dance, gymnastics and athletics in addition to the more traditional games, and pupils in Key Stage 2 also experience outdoor and adventurous activities annually. The school has healthy schools accreditation and is an eco-school. As a result, pupils are actively encouraged to live healthy lifestyles and protect the environment. A number of the 'Every Child Matters' outcomes are effectively promoted through PE including, enjoying and achieving, making a positive contribution and promoting healthy lifestyles. For example at lunchtimes, older pupils act as play leaders for younger pupils, and this works very well.
- The school makes good use of links it has developed with the local high school, community groups and clubs to provide pupils with an impressive range of additional activities. These include cricket, tag rugby, dance, ballet and cross-country. The school's involvement in the School Sport Partnership Programme is having a very positive impact on all aspects of PE provision.
- The school has sufficient equipment and resources at its disposal to support the curriculum it provides. Reception and Foundation Stage pupils have an appropriate dedicated play area, while Key Stage 1 and 2 pupils have access to a number of hard court play areas, a garden and climbing equipment. The school also has its own field but this does not drain well and means it is out of action for long periods during poor weather. The school hall adequately accommodates activities such as dance, but is not suitable for some ball and net games because of its size. The school makes good use of off-site facilities such as the local high school and a swimming pool.

### Leadership and management of PE

The quality of leadership and management in PE is good.

- The subject leader is enthusiastic and committed to improving provision. He has strengthened his subject knowledge through attending primary link teacher training and working alongside specialist PE staff from the local high school. He has completed an accurate audit of strengths and weaknesses in provision and drawn up an action plan to bring about

further improvements. All the respective policies and plans are in place and of good quality. A team of talented and enthusiastic teachers, who work well together, ably support the subject leader. The subject leader meets regularly with staff to discuss relevant issues and share ideas. He deploys available resources and equipment effectively and this has led to improvements in provision.

- Subject monitoring has included lesson observations, a scrutiny of planning and moderating assessment judgements. The subject leader has used findings well to inform his action planning and to tailor specific training for staff. Senior managers' decision to focus upon improving PE provision over the past year, along with the school embracing the sports partnership has accelerated the improvements in PE provision and its overall effectiveness. The subject leader has the capacity to deliver any future improvements.

### Subject issue – Continuity of learning between Key Stages

- At present some use is made of the Foundation Stage profile to support continuity of learning between the Foundation Stage and to plan provision in Key Stage 1.
- At the end of Key Stage 1 staff meet and evaluate pupils' progress. This informs planning for provision in Key Stage 2.
- The effective liaison between the subject leader and the school sport coordinator from the local high school has meant that the school is beginning to share assessment information. It is too soon to judge the impact.
- Work has recently begun to align assessment procedures and curriculum plans so that there is greater consistency between pupils' experiences at Key Stage 2 and 3. It is too soon to judge the impact.

### Inclusion

- The school makes effective arrangements to promote inclusion through PE. All learners including those with learning difficulties and/or disabilities are encouraged and supported to take a full role in lessons. Effective deployment of learning support assistants helps to ensure all children receive appropriate levels of support and guidance.
- Teachers employ a range of excellent learning strategies to engage pupils, and plan activities that match pupils' ability needs. There is no specific provision or extension activity for gifted and talented children in school; however, the links that exist with local clubs ensure that talented pupils have a pathway to develop further.
- The school has effectively used activities such as creative writing, music, poetry and drama to promote excellence and enjoyment across the school. Senior managers have now earmarked PE to fulfil a similar role, and are using dance as the stimulus. Early indications are that it is working well.

Areas for improvement, which we discussed, included:

- ensuring teachers help all pupils to develop key skills by giving them sufficient opportunity to model, practice and refine their techniques
- improving assessment procedures so that the school has an accurate view of the progress pupils make as they move through the school, from their starting points
- improving the drainage of the school field so valuable curriculum time is not lost.

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

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

Yours sincerely

John Young  
Her Majesty's Inspector