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Mrs S Hirst  
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Dear Mrs Hirst

Ofsted survey inspection programme – Physical Education

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 05 February 2008 to look at work in physical education (PE).

As outlined in my initial letter, as well as looking at key areas of the subject, the visit had a particular focus on assessing the PE contribution to the outcomes of Every Child Matters, particularly 'being healthy'.

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, analysis of pupils' reports and observations of three lessons and other activities.

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

Achievement and standards

Pupils make good progress in PE and achieve well.

- Children enter the Nursery with skills and aptitudes which are below expected levels. Children make good progress in their physical development in the Foundation Stage so that most reach an appropriate level before they enter Key Stage 1. A small proportion achieve the early learning goal for physical development.
- The school's tracking records show that pupils continue to make good progress in Key Stages 1 and 2. Nearly all pupils attain the expected level by the end of Year 6 and a significant minority exceed it. Girls do better in dance and gymnastics and boys are more successful in games and

athletics. Standards in swimming are satisfactory but a small number of pupils leave the school in Year 6 unable to swim 25 metres.

- Pupils enjoy PE and sport very much. They participate enthusiastically in lessons, have very positive attitudes and behave very well. Pupils interviewed knew about the importance of keeping fit as a contributor to adopting a healthy lifestyle. They were able to talk about the effects of exercise on their bodies and why it was important to warm up. Older pupils have the chance to help lead activities and support playground games during the lunch-break. Pupils really appreciate having action awards and gaining certificates for their positive attitudes and achievements in PE.

### Quality of teaching and learning of PE

Teaching and learning are good.

- There were several strengths in the lessons observed during the inspection. Pupils were managed very well and teachers had high expectations. Learning objectives were clear and teachers made sure pupils knew what they were expected to achieve. Good use was made of information and communication technology (ICT) to support teachers' explanations and to recap on previous learning. Pupils cooperated well in pairs and in groups. Where teaching assistants were deployed they provided good support, particularly with modelling and helping individual pupils to participate fully.
- Assessment in PE is good. In lessons observed, teachers used questioning and observations well to assess and improve pupils' responses. There were also opportunities for pupils to comment on their own and others' performances and make suggestions for how they might be improved. Teachers also make periodic assessments of pupils' achievements in the different areas of learning. Outcomes from these assessments are recorded on the school's tracking system. The subject leaders are developing a portfolio of photographic evidence to illustrate learning outcomes in PE. Teachers write mostly informative reports for parents; those for younger pupils are more detailed. Only brief information on pupils' achievements in PE is passed to partner secondary schools.

### Quality of the curriculum

The curriculum is good and includes all areas of learning.

- All pupils have at least an hour of timetabled PE each week and this is supplemented by swimming in Year 2, daily 'wake-up and shake-up' sessions for younger pupils and a 'sport in the community' healthy living programme for pupils in Years 5 and 6. Additional time is also allocated to physical activities in curriculum theme weeks. A core scheme of work is used by staff to plan their lessons in all the areas of learning and greater emphasis is being placed on linking learning across subjects, including in PE. Accommodation is very good and includes two halls, a dance-drama studio and an outdoor multi-use-games-area. There are suitable spaces for

outdoor learning in the Foundation Stage and plans are in place to improve playground zoning.

- Pupils have the chance to attend an excellent range of physical activities at lunchtime and after school. Participation levels are very high across all year groups and this helps to boost the amount of time pupils engage in physical activity each week. Pupils also take part in several competitions and tournaments within school and against other schools. A very good programme of outdoor and adventure activities, organised at a local residential centre, is enjoyed by pupils in Years 5 and 6. Participation and achievement in PE and sport feature prominently in assemblies and in displays around the school.

## Leadership and management of PE

Leadership and management in PE are outstanding.

- Subject responsibility is shared by two members of the school's leadership team who ensure the subject receives and retains a high profile. The subject leaders have a very good understanding of the quality of provision. The organisation of training programmes in aspects of PE have strengthened teachers' subject knowledge and helped to raise standards. Teachers' and pupils' views are collected to inform improvement planning and a subject action plan is drawn up each year. We discussed how this might include a sharper focus on outcomes for pupils and on indicating how the changes made will be evaluated.
- Subject leaders have established a good system to enable teachers to make assessments and record achievements in PE. This information is used well to track pupils' progress, and analyse and report on any underachievement. Some formal lesson observations have been completed and points for improvement identified and shared with staff. Positive participation in the local sports partnership has been used well to introduce pupils to a broader range of sports activities. The involvement of many staff in the extra-curricular sports programme illustrates a collective commitment to enhancing pupils' enjoyment and well-being through sporting activities.

Subject issue - PE contribution to the outcomes of Every Child Matters, particularly 'being healthy'

- Pupils' participation in PE and sport makes a very significant contribution to their personal development and well-being, particularly being healthy. The school has been awarded the Activemark for PE and is currently seeking re-accreditation as a healthy school. Learning about how to adopt healthy lifestyles in PE is linked very well to learning in other subjects such as, science and personal, social and health education (PSHE). The 'staying healthy, alive and well' programme led by Middlesbrough Football Club contributes to the learning programme in Years 5 and 6.
- Daily 'wake-up and shake-up' sessions and the extensive range of sports clubs maintain a focus on enjoying and participating in regular physical activity. Yoga sessions in Year 6 are being introduced successfully to extend further provision for pupils' emotional well-being. Pupils'

involvement in PE and sport helps to sustain their motivation, build their confidence and self esteem, and promotes their positive attitudes and good behaviour.

## Inclusion

- All pupils are included in PE lessons and everyone is encouraged to take part in the full range of sports activities. The school's active award scheme is popular with pupils who are eager to gain recognition for their participation and achievements. Tracking attainment in PE is used well to identify any pupils who may not be making suitable progress or who may require additional challenges in lessons. Speed, agility and quickness programmes have been introduced to help improve pupils' coordination skills.
- Teaching assistants are deployed effectively to support the participation and engagement of pupils with additional needs.
- Those pupils who are talented at sport have been identified and the school has helped some to extend their skills by linking them with community sports clubs.

Areas for improvement, which we discussed, included:

- adding pupils' achievements in swimming to the tracking records and aiming for improved outcomes in swimming by the end of Year 6
- keeping a check on the time allocated for PE to ensure all pupils receive at least two hours of high quality physical activity.

I hope these observations are useful as you continue to develop physical education 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 the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Rob McKeown  
Her Majesty's Inspector