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Mrs R Maddison  
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Dear Mrs Maddison

Ofsted survey inspection programme – Physical Education

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 29 April 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 observation of three lessons and other activities.

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

#### Achievement and standards

- Pupils achieve well in most aspects of PE. Children start school in the Foundation Stage with physical skills which are below expected levels but leave the school in Year 6 achieving average standards. The school's assessment records show that progress is satisfactory in the Foundation Stage and good in Key Stages 1 and 2.
- Teachers' assessments of pupils' skill levels show that standards vary across the areas of learning, for example, skills in games are stronger than in gymnastics. Outcomes in swimming are particularly good with almost all pupils meeting the National Curriculum standard by the end of Key Stage 2. Currently teachers do not make formal assessments in PE or track

pupils' progress through the National Curriculum levels. A useful transfer record is completed for Year 6 pupils to help support their transition to secondary school.

### Quality of teaching and learning

- Three good lessons were observed during the inspection. There were a number of strengths in the teaching. Teachers' planning includes clear learning objectives, success criteria and assessment opportunities. Lessons follow a suitable structure with a good emphasis on warming up and discussing how this impacts on pupils' fitness. Effective support is provided by teaching assistants and resources are matched well to the activities. Relationships between adults and pupils are very good and pupils cooperate well together. Modelling is used effectively to show pupils what to aim for in their responses.
- Pupils are given the chance to acquire, apply and evaluate their skills. They are also introduced to key subject vocabulary; this was particularly good in the gymnastics lesson in Year 4. Assessment in lessons through observations and feedback to pupils is good. Teachers' questioning is also used effectively to test pupils' understanding and consolidate their learning. Teachers write end of year reports on a selection of pupils' achievements in PE; the quality of these is variable. We discussed how teachers might make more effective use of information and communications technology (ICT) to support teaching and learning, including assessment and to ensure able pupils are challenged fully.

### Quality of the curriculum

The curriculum is good with all areas of learning included in a balanced programme.

- Recent improvements in teachers' planning and the purchase of a published scheme of work have helped strengthened the curriculum. Pupils have two hours of PE on their weekly timetables. Provision for swimming is good. There are excellent opportunities for undertaking outdoor and adventurous activities during residential visits. Accommodation is good, particularly outdoors and there is a suitable range of PE resources. The school has been awarded the activemark and achieved healthy school status at gold standard.
- A majority of pupils take part in a good extra curricular programme across a range of sports; a multi-skills club, started recently, has increased the participation of Key Stage 1 pupils. Involvement in the school sport partnership has been used well to extend the range of sports activities open to pupils. Good links are also established with a number of local community sports clubs. Pupils get the chance to take part and gain success in a number of tournaments and competitions. We discussed the possibility of extending pupils' opportunities in intra-school sports competitions.

## Leadership and management

Leadership and management of PE are satisfactory.

- The primary link teacher (PLT) training has been used successfully to develop subject leadership skills. Support has been provided for teachers to help improve their subject knowledge in aspects of PE, such as gymnastics. Improvement priorities have been identified and recorded in a subject action plan. Coaches have been deployed successfully to support less experienced members of staff and the subject leader teaches a number of PE lessons within staff planning and preparation time. Photographs and displays around the school give physical activities a high profile.
- Monitoring and evaluation in PE are currently underplayed. Too little PLT time is devoted to observing lessons. We discussed how introducing a suitable system for assessing and recording pupils' progress in PE would enable the subject leader to keep a closer check on standards and achievement. We also discussed how the subject leader might make use of the ten high quality outcomes for PE in monitoring pupils' participation and achievements.

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

- Pupils' involvement in PE and sport makes a good contribution to their personal development, health and well being. Pupils enjoy taking part in all PE activities. They participate enthusiastically in lessons, have very good attitudes and behave very well.
- Those interviewed know about keeping fit as part of adopting a healthy lifestyle. They appreciate what happens to their bodies when they exercise and why they warm up at the start of lessons. Older pupils recognise how playing in a team develops cooperation and how eating a balanced diet and drinking water also contribute to their overall well-being. They also say that they act as critical friends in lessons to help their classmates improve their performances. Year 6 pupils have recently been given good opportunities to take responsibility for supporting purposeful play by acting as sports leaders at break times.
- Pupils appreciate receiving certificates and medals for their achievements in swimming and in competitions.

## Inclusion

- All pupils are included in lessons and teaching assistants provide good support for groups and individuals. The 'Boccia' club organised for Year 5 pupils is an excellent example of the school's approach to including all pupils in lunchtime activities.
- Pupils with special talents in sport are identified and helped to extend their skills in local community clubs.
- The schools' outstanding residential visit programme gives all pupils the chance to be involved in a number of exciting residential and fieldwork experiences.

Areas for improvement, which we discussed, included:

- establishing a workable system of assessing and recording pupils' achievements in PE
- using ICT to support teaching and learning, including assessment
- strengthening leadership and management by using PLT time to undertake more monitoring and evaluation activities.

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