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Mr Rice  
Headteacher  
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Dear Mr Rice

### Ofsted survey inspection programme – Physical Education

Thank you for your hospitality and cooperation, and that of your staff, during my visit on 11 June 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 (ECM) 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 discussions with you, your deputy and the PE coordinator. I also met with pupils and spoke to other staff about provision for PE. I read subject plans, policies and viewed assessment records, inspected two lessons and observed several activities associated with your Olympics week.

The overall effectiveness of physical education was judged good.

### Achievement and standards

Pupils make good progress while their standard of attainment is broadly average.

- Pupils' attainment in the four strands of the PE National Curriculum is variable with the majority showing excellent knowledge and understanding but a lesser capacity to select and apply skills appropriately.

- There are a significant minority of higher attaining pupils but also a small number of pupils with underdeveloped skills. Pupils with learning difficulties make similar progress to other pupils in the school.
- The school does not collect reliable assessment evidence to substantiate its view of pupils' standards and achievement in PE.
- Pupils' personal development through PE provision is outstanding. They interrelate exceptionally well and develop great confidence and self-esteem through the experiences provided for them. PE promotes equality of opportunity well and encourages all pupils to participate and achieve highly.
- Pupils' appetite for PE is insatiable and their affection for the subject is revealed by their admirable behaviour, high participation rates and magnificent attitudes to learning.

### Quality of teaching and learning of PE

In the small number of activities inspected, good teaching facilitates good learning.

- Pupils benefit from the good and sometimes outstanding subject knowledge and experience of adults that teach and coach them. Staff confidence to deliver the subject is boosted well by training.
- Planning is first-rate and teaching is focused, challenging and above all fun and interesting. Different approaches to learning and different challenges based on the abilities of individuals are some of the ways they endorse impartiality and inclusion. Pupils respond well to these approaches and talk fondly of the various methods used to help them learn.
- There is good consolidation of the national literacy strategy. Pupils reinforce speaking and listening skills and expand their vocabulary.
- Staff nurture positive working relationships with pupils and this underpins the positive climate for learning that exists in PE.
- Pupils are skilled at using information and communication technology (ICT). They download pictures, make podcasts and write blogs. However, its use in PE is not fully exploited at present.
- Assessment practice is confused and does not provide the school with a coherent picture of how well pupils are progressing or the standards they reach. The recently introduced assessment afternoon provides a useful snapshot of pupils' attainment and progress. However, pupils interviewed did not know how well they were doing in PE.

### Quality of the PE curriculum

Curriculum provision is extraordinary and gives pupils a wonderful array of PE and sport experiences, which are well matched to their needs and interests.

- Provision is wide-ranging, well-balanced and incorporates all areas of the National Curriculum, residential experiences as well as many non-traditional activities. The curriculum supports diversity and encourages pupils to try new things and persuades those not keen on PE to give it a go.

- Pupils have two hours of PE, plus additional timetabled slots periodically. For example, during the inspection the timetable was suspended to accommodate an Olympic theme. Pupils went from a boules session conducted exclusively in French to a choreography session with a specialist dance teacher, on to work with a professional tennis coach and then a Commonwealth and world bowls medallist. They sampled parachute games, tag rugby, cricket and athletics.
- Well-attended pre-school and lunchtime PE clubs are open to all pupils. The school sport partnership organise various events and good school-club links exist. Parents with appropriate skills also volunteer their services. Trained supervisors organise lunchtime play.
- Schemes of work, although detailed and well-conceived are not up-to-date. The school is fortunate to have extensive accommodation, equipment and resources, which support the curriculum very well.

### Leadership and management of PE

Leadership and management are good.

- The new coordinator is enthusiastic, committed and well-informed about the subject. He is supported well by you because you are passionate about sport and recognise the whole school impact it can have.
- High quality staff both within and from outside the school coupled with good planning guidance, documents and policies ensure PE runs smoothly on a day-to-day basis. However, the quality of PE provision has not been formally monitored by senior managers or the PE coordinator. Nevertheless action plans are shrewd.
- PE enjoys a high profile in school. Resources are used effectively and the PE coordinator makes good use of available training to update and improve teachers' knowledge and understanding of PE.
- You and your coordinator are broadly accurate in your evaluations of the strengths of provision. More recently you have sought pupil views of what they would like. Nonetheless the mechanisms you use to assess the impact of actions taken on the outcomes for pupils lack coherence. There is sound capacity for further improvement.

Subject issue - PE contribution to the outcomes of ECM, particularly being healthy

You are committed to ensuring pupils develop the five outcomes of ECM and have designed a priorities map to assess how well you currently meet these aims. Through PE a good contribution is made to being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being. Pupils are reinforcing basic skills related to literacy and numeracy. They are developing a good awareness of the benefits of living healthy lifestyles and key skills such as cooperation. PE enhances self-esteem and teaches resilience and determination to succeed. The school has gained Activemark and the healthy schools award.

Areas for improvement, which we discussed, included:

- improving the clarity of assessment records to better reflect pupils' progress and attainment
- introduce formal monitoring on the effectiveness of PE provision to provide you with a reliable overview of its quality
- updating schemes of work to reflect changes to the National Curriculum and emphasis on the four strands.

I hope these observations prove useful as you continue to develop physical education in the school.

As I explained at the end of my visit, 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

John Young  
Her Majesty's Inspector