

23 February 2009

Mr Herbert
Headteacher
Fishergate Primary School
Fishergate
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Dear Mr Herbert

Ofsted survey inspection programme – physical education (PE)

Thank you for your hospitality and cooperation, and that of your staff, during my visit on 12 January 2009 to look at work in 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 schools but the individual schools 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, pupils and a local authority (LA) representative, scrutiny of documentation and lesson observations.

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

Achievement and standards

Pupils make good progress and their attainment is high.

- Pupils get off to a very good start in the Foundation Stage through structured and open-ended play opportunities reflected in high profile scores for physical development. This good progress continues through Key Stages 1 and 2 with local authority moderated assessments showing 97% of pupils reach Level 4 and 29% Level 5 or better by the end of Key Stage 2. However, fewer girls reach the higher levels.
- Lesson observations did not fully support the schools generous view of pupils' standards, but scrutiny of assessment records did confirm good progress being made by the majority of pupils. Whilst some pupils attain exceptional standards, very few reach the recommended

standard in swimming and overall pupils' practical skills are not as developed as their knowledge and understanding of PE.

- Pupils' personal development through PE is good. They are confident, well behaved, and considerate to others and cooperate effectively.

Quality of teaching and learning of PE

Good teaching overall promotes good learning.

- Staff benefit from PE specific training provided through the school sports partnership. This has increased their confidence in delivering the subject. Suitably qualified sports coaches also successfully teach lessons.
- Lessons are fun and focused. Various learning styles are used by staff to stimulate pupils' interest and extend their knowledge of PE. Activities are structured so that both higher and lower attaining pupils are appropriately challenged. Staff are supportive and give good guidance to pupils, as well as allowing them to take some responsibility for their own learning. A less successful aspect involved pupils not securely acquiring a skill before being asked to progress to higher level ones.
- Assessment practice is sound and tracking of pupils' progress ensures staff have a clear view of those pupils working at, beyond or below expectations. Pupils routinely evaluate their own and peers performance, which helps them gauge their progress. Reports to parents give useful feedback.

Quality of the curriculum

The quality of the curriculum is good.

- Pupils get two hours of PE weekly, and study all aspects of National Curriculum PE in depth. A broad range of after school clubs, visiting coaches and events organised through the sport partnership enrich provision significantly. Pupils can also enhance their skills further through able and talented workshops and good links with local clubs. The excellent provision aimed at helping pupils with coordination and mobility issues is highly valued by pupils and parents.
- Curriculum planning is sound and pupils are encouraged to develop socially, emotionally as well as physically through PE. For example, cross-curricular themes such as the Tudors and 'Global Fourtnight' enable pupils to participate in cultural dances from England, New Zealand and Nepal.
- Pupils gain valuable leadership experience through PE, acting as play leaders, establishing a club for younger pupils and taking lead roles in lessons. Good PE facilities, including a well equipped play area for Early Years Foundation Stage (EYFS) pupils, support curriculum delivery well.

Leadership and management of PE

The quality of leadership and management is good overall.

- The experienced subject leader coordinates provision effectively. She is meticulous in her planning and has worked with local authority staff

and PE consultants to put together a cohesive programme, which meets the needs of the majority of pupils. Staff receive appropriate guidance and training, which assures suitable curriculum delivery and has raised pupils' achievement. She utilises available resources well.

- The subject leader has an accurate view of strengths and weaknesses, with an action plan already in place to address highlighted issues. The quality of provision is regularly reviewed by scrutiny of staff planning and monitoring of their lessons. You support the development of PE in the school well by endorsing efforts to raise levels of physical fitness, promoting competition and increasing PE time.
- You and the subject leader have been particularly keen to promote community cohesion and inclusion through PE in this culturally diverse school. An emphasis on integration, celebrating similarities and developing a common ethos has proved successful. There is good capacity to promote further improvement.

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

- PE provision in your school considers health in its widest sense and sets out to improve pupils' social, emotional and physical well-being. Healthy schools and Activemark accreditation recognises your success in promoting wider PE participation and increased health awareness and behaviour among pupils. Discussions with pupils and scrutiny of their work reveal they enjoy and achieve well in PE.
- Pupils make a positive contribution to the school community, for example through taking part in sports matches and in an organic food project at local allotments. Pupils also learn a range of key skills, including safe practice, team work and evaluation skills, which will aid their future economic well-being.

Areas for improvement, which we discussed, included:

- improving the achievement of the most able girls
- closing the gap between pupils' knowledge and understanding of PE and their practical skills
- ensuring pupils reach the recommended swimming standards by the end of Key Stage 2.

I hope my 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. It will also be available to the team for your next institutional inspection.

Yours sincerely

John Young
Her Majesty's Inspector