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05 June 2009

Mr P Giliker
Headteacher
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Dear Mr Giliker

Ofsted survey inspection programme – Physical Education (PE)

Thank you for your hospitality and cooperation, and that of your staff, during my visit on 14 May 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 included interviews with staff and pupils, scrutiny of documentation and lesson observations. I also visited the Early Years Foundation Stage (EYFS) unit to observe the range of activity and provision for physical development.

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

Achievement and standards

Pupils make good progress and their attainment is in line with expectations.

- Pupils make very good progress during EYFS, from a below average starting point, attaining an average of eight or more points for physical development by the time they leave. However, the school does not routinely assess, monitor or evaluate pupils' progress and attainment beyond EYFS. Consequently, staff do not have a clear view

of pupils' progress in relation to National Curriculum expectations. Lesson observations in Key Stage 1 and 2 found standards to be average, with pupils making good progress towards meeting the attainment targets for PE.

- Standards in swimming are not high enough by the end of Key Stage 2, but overall pupils are securely acquiring the four core strands of PE with no marked difference between the progress of boys and girls.
- The school enjoys success in local team based competitions, but also boasts some outstanding individual performers, including British and World champions in Shotokan karate.
- Pupils' social and emotional development through PE is good. They are considerate, happy and relish learning. Glimpses of creativity and independent learning were seen in Tai Chi, dance and cricket lessons. Pupils' successes in PE are celebrated weekly during a special assembly.

Quality of teaching and learning of PE

The quality of teaching is good overall.

- Staff use a good range of approaches to make lessons fun, sustain pupils' interest and promote effective learning. Lessons are well planned with clear learning objectives and a focus on building pupils' core fitness. Pupils are set a range of tasks and activities, which help them to demonstrate their understanding of, and ability to, apply the key learning objectives.
- Staff are confident and competent in their delivery because they have accessed appropriate training. The PE specialist in EYFS is experienced and facilitates pupils' very good progress.
- Staff praise, support and guide pupils well, which boosts pupils' self confidence. The most effective teaching modelled best practice, promoted independent learning, was challenging and gave pupils a sense of accomplishment. Occasionally, staff expectations were not high enough and did not emphasise high quality and the precision required to master key concepts and skills.
- Parents receive feedback on pupils' effort and attitude but get no real sense of their child's progress and attainment in PE.

Quality of the curriculum

The quality of the curriculum is good overall.

- The curriculum is well planned with an appropriate focus on developing pupils' knowledge, understanding and skills in PE. There are discrete fitness components and daily 'Take Ten' activities. EYFS and Key Stage 1 provision is very broad and balanced, but there is scope to redress the imbalance towards games based activities at Key Stage 2.
- Provision is delivered by school staff and a private coaching company, which enables pupils to access some non traditional activities such as Tai Chi. Pupils also benefit from structured break and lunchtime activities facilitated by trained play supervisors and pupil 'mini leaders'.

- An outdoor and adventurous residential visit to Buxton, annual sports day and 'let's get healthy week', together with an extensive extra curricular programme, supported by the school sports partnership compliments core provision well.
- Pupils benefit from at least two hours of PE weekly, with older children receiving two and a half hours. PE facilities generally support curriculum delivery well, but the provision for EYFS would benefit from equipment that helps pupils develop their core strength and stamina.

Leadership and management of PE

The quality of leadership and management is good.

- The subject leader is a good role model and effectively leads the development of the subject. He is supported well by senior leaders who recognise the role high quality physical education can play in building pupils' enjoyment of, and commitment to school.
- PE has gained a high profile in the school. Planning is sound and there is an accurate view of strengths and areas for further development, some of which are identified in the improvement plan. The quality of provision is monitored regularly and the results are used to inform improvement planning.
- Importantly pupils are making good progress and the subject leader is focused on raising standards further and promoting the high quality outcomes for PE. The use of assessment to accelerate learning is an area yet to be exploited.
- Good use is made of the available resources and capacity to improve further is good.

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

- The schools' arrangements to promote inclusion through PE and support the outcomes of ECM are good. Gaining Activemark and the healthy schools award demonstrates your commitment to widening participation and encouraging pupils to adopt healthier lifestyles. This extends to engaging pupils who are reluctant participants and introducing more unusual activities to capture the imagination of pupils not enthused by traditional activities.
- Support for pupils with learning difficulties and/or a disability is good. Procedures for safeguarding, including risk assessments and the vetting of coaches and staff, are robust. Pupils show good care and consideration towards each other and are mindful of the potential dangers of certain PE activities and equipment.
- Pupils really enjoy PE and are gaining valuable key skills such as communication, problem solving, leadership, evaluation and cooperation skills.

Areas for improvement, which we discussed, included:

- ensuring pupils meet the Key Stage 2 expectations for swimming
- assessing and recording pupils' progress and standards beyond the Early Years Foundation Stage
- improving the amount of time dedicated to non-games based activities in Key Stage 2.

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