

Aviation House
125 Kingsway
London
WC2B 6SE

T 0300 123 1231
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



24 June 2010

Mr S Renshaw
Headteacher
St Petroc's Church of England
Voluntary Aided Primary School
Athelstan Park
Bodmin
PL31 1DS

Dear Mr Renshaw

Ofsted 2010-11 subject survey inspection programme: physical education (PE)

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 15 June 2010 to look at work in PE.

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 without their consent.

The evidence used to inform the judgements included interviews with staff and pupils, scrutiny of relevant documentation, analysis of pupils' reports and observation of three lessons and sports day activities.

The overall effectiveness of PE is good.

Achievement in PE

Achievement in PE is good.

- Work seen in lessons and during sports day activities indicate attainment is above average, especially in games and gymnastics. Most children attain high levels in physical development by the end of the Early Years Foundation Stage. All pupils attain the expected standard in swimming by the end of Year 6 because of the emphasis given to this in the curriculum. Pupils have a good understanding of being healthy through their diet and exercise. Pupils attain well individually in swimming, cross-country and tennis alongside good success in school team competitions.
- Pupils' progress is good overall as a result of the good start provided in the Early Years Foundation Stage for their physical development, particularly in spatial awareness and changes of speed. Changes of direction are not as well developed. Pupils make good progress across

other age groups because of good feedback from teachers. At times, pupils are capable of more, especially in developing control in ball skills and in creating their own sequences or games.

- Behaviour in PE activities is exemplary and pupils' attitudes are very positive. Pupils concentrate well, persevere to improve, listen and respond positively to each other's input and team spirit was clear during sports day activities. All pupils spoken to said that they enjoy PE, especially when they are learning new things. They have increasing opportunities to comment on provision. Older pupils have good opportunities to act as leaders in huff and puff activities and good plans are in place to extend leadership opportunities further.

Quality of teaching in PE

The quality of teaching in PE is good.

- A good range of teaching methods and resources is used to engage pupils in learning, including working with specialist teachers and/or coaches in games and swimming. Demonstrations by pupils and teachers are used well to set expectations although at times more able pupils are not challenged sufficiently. Pupils are provided with the appropriate time to practise and refine their skills and are given good opportunities for self- and peer-assessment to improve skills further. Not enough opportunities are provided for pupils to work independently.
- The school uses commercial schemes of work well to support teaching and the pace of lessons is generally good as a result. Occasionally, there is too much teacher input or pupils are not challenged to expand initial answers to develop greater understanding of the subject. Teaching assistants provide good support to pupils with special educational needs and/or disabilities to ensure they are fully involved in lessons and, consequently, they make the same rate of progress as other pupils. One teaching assistant provides very high quality support for PE, leading on many of the enrichment activities throughout the day as well as specific PE support programmes in lessons.
- Assessment for learning strategies are embedded into teaching and used well to observe and intervene with specific feedback to individuals or groups on how to improve further, including during sports day activities.
- Reports to parents and/or carers include a good mix of experiences, progress and future targets. However, this information is not collated to give a secure view of pupils' attainment and progress. Leaders have identified assessment and progress monitoring as key priorities. They have already taken action to tackle them including changes to reports and staff training on how to make accurate and consistent judgements on progress.

Quality of the curriculum in PE

The quality of the PE curriculum is outstanding.

- Provision is broad and balanced and covers all expectations of the PE National Curriculum. Pupils have excellent opportunities for outdoor and adventurous activities in both lessons and during residential experiences. Links are created between subjects wherever possible, such as learning Bollywood dances while studying India and completing mathematics challenges as part of orienteering.
- The curriculum is adapted extremely well for individual pupils with special educational needs and/or disabilities, for example through the provision of extra swimming sessions. Pupils identified as gifted and talented have additional activities through local authority and schools sports partnership programmes.
- All pupils have two hours planned PE each week and high numbers take part in extra-curricular activities. Following analysis of data, the subject leader plans to target Year 4 pupils to increase their participation rates in extra-curricular clubs. Children in the Early Years Foundation Stage complete specific 'leap into life' and 'feel good Friday' programmes to support their physical development.
- The extra-curricular enrichment programme is outstanding and has improved further through a broader range of inter-house competitions, participation in festivals of sport and inter-school team matches. The school has initiated activity breaks every morning with well-organised activities. This is complemented further with 'wake up and shake up' sessions before school plus Funfit and huff and puff at different times throughout the day.

Effectiveness of leadership and management in PE

The effectiveness of leadership and management in PE is good.

- The recently appointed PE leaders for Key Stage 2 and the Early Years Foundation Stage/Key Stage 1 have a good working relationship. One is an experienced PE subject leader and has excellent knowledge of PE and school sport initiatives. You provide excellent support for PE and have ensured previous action plans have been successfully implemented to maintain pupils' achievements and to ensure the profile of PE remains high.
- Subject leaders have completed a comprehensive evaluation of PE that has led to a shared vision and a clear action plan. No formal monitoring of lessons has taken place, but an audit identified the need to improve teachers' confidence in teaching gymnastics and dance. These leadership activities have led to improvements in teaching, provision and extra-curricular opportunities but are yet to impact fully on improving pupils' outcomes and achievements further.

Areas for improvement, which we discussed, include:

- improving the quality of teaching and use of assessment to increase the level of challenge and opportunities for pupils to work independently

- embedding planned activities and monitoring the impact on pupils' attainment and progress.

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

As I explained previously, a copy of this letter will be sent to your local authority and will be published on the Ofsted website under the URN for your school. It will also be available to the team for your next institutional inspection.

Yours sincerely

Judith Rundle
Her Majesty's Inspector