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Mr S Milner
Headteacher
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Dear Mr Milner

Ofsted survey inspection programme – Physical Education

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 07 November 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 the continuity of learning between key stages.

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 staff, a representative from the sports partnership and learners; scrutiny of relevant documentation and pupils' reports; and observation of two lessons and other activities.

The overall effectiveness of PE was judged to be good.

Achievement and standards

Achievement in PE is good.

- Children in Reception reach standards which are above those expected nationally. Their physical development is supported well through movement lessons taken in the school hall and through learning experiences provided in the outdoor area next to their classroom. Pupils make good progress in PE as they move through the school. The school judges outcomes at the end of Year 6 to be at least at expected levels. Achievement in swimming is good as pupils manage to meet or exceed the National Curriculum standard before they leave.

- Pupils' achievements in PE are enhanced by taking part in a good range of additional activities organised through the sports partnership. You have assessed pupils' performances against the ten high quality outcomes for PE. These assessments reveal that pupils are achieving well in most areas.
- Pupils' personal development is enhanced by their involvement in PE and sport. Older pupils interviewed said they enjoyed taking part in all that is offered to them. Pupils know that it is important to take exercise as part of a healthy lifestyle and they appreciate what happens to their bodies when they are active. Most pupils showed good attitudes and behaved well in the lessons observed during the visit.

Quality of teaching and learning

The quality of teaching and learning is satisfactory.

- Two lessons were observed during the inspection. The teaching was satisfactory with some good features. Lessons had a suitable structure and teachers' plans indicated clearly what pupils would be learning. Pupils were able to acquire and practise skills and teachers encouraged them to discuss and evaluate their own and others' performances. Too little emphasis was given to modelling good responses and improving the quality of pupils' performances. The flow of teaching in one lesson was interrupted by a small number of inattentive pupils.
- Teachers assess learning during lessons through observation and by posing questions. Brief reports are written at the end of a year on pupils' achievements in PE. Currently the school does not make formal assessments of pupils' achievements in Key Stages 1 and 2 or track and record their progress from year to year. Photographic evidence is used well to capture pupils' achievements in the Foundation Stage and older pupils' involvement in PE and sport. The school recognises the use of Information Communication Technology could be extended further.

Quality of the curriculum

The quality of the curriculum is good.

- Two hours of curriculum time are allocated for older pupils. All the areas of learning are included in the PE programme. Key Stage 2 pupils receive swimming lessons at a local pool and outdoor and adventurous activities are developed well through orienteering and a residential visit. Teachers use a small-school scheme of work as the basis for their planning and this is supplemented with published materials. You recognise that the overall curriculum map and scheme of work require updating. Teachers make good links between PE and other subjects, for example, using pedometers in mathematics to calculate distances and averages.
- The school does well to offer a broad curriculum with limited indoor space. Older pupils' use of gymnastics apparatus is restricted by the size of the hall but there are plans to remodel the accommodation to enlarge the space available. There are many opportunities for pupils to take part in local competitions and tournaments, some of which are organised by the sports partnership. Pupils can use playground zones and sports equipment during break times and they have the chance to attend a weekly games

club. PE and sport are promoted positively in several displays around the school, including a display illustrating pupils' achievements in the ten high quality outcomes.

Leadership and management

The quality of leadership and management is good.

- You are firmly committed to providing pupils with a full range of opportunities in PE and sport. You have assumed the role of subject leader temporarily during staff absence. An analysis of provision has been completed and priorities for improvements have been identified. Plans for improvement are linked well to promoting positive outcomes for pupils' personal development and well-being.
- The school has made good use of its involvement in the PE, school sport and club links programme to strengthen subject leadership and improve provision. A very good record of pupils' participation and successes in local partnership tournaments was produced by the former subject leader. Currently insufficient emphasis is placed on monitoring and evaluating teaching and learning and on assessing, recording and tracking pupils' progress. You acknowledge that improvements are required in these aspects of subject leadership.

Subject issue – continuity of learning and transition between key stages

- Transition between the Foundation Stage and Year 1 is managed successfully. Children in Reception learn in the same class as those in Year 1 and the teacher plans suitable learning activities to meet the needs of all the pupils. Younger pupils benefit from taking their PE lessons in the hall with older children. A good photographic record is kept of children's achievements in physical activities.
- Good links are established with the local secondary school through the activities organised by the sports partnership. Opportunities for talented pupils to extend their learning are also good. Less emphasis is placed on discussing the curriculum and the teaching approaches used in each key stage.

Inclusion

- All pupils are included in lessons. Pupils take part in 'brain gym' activities between lessons to sharpen their concentration and coordination skills.
- Good provision is made for gifted and talented pupils. Those who show special talents in a particular sport are encouraged to take on additional challenges at local, regional and national levels. One pupil in Year 6 competes at national level in badminton and the school's running team won the local cross-country running festival.

Areas for improvement, which we discussed, included:

- establishing a workable system of recording pupils' attainment and achievements in PE
- making more effective use of ICT to support teaching and learning, including assessment
- strengthening subject leadership through more regular monitoring of teaching and learning and through evaluating the outcomes of actions taken to bring about improvements in provision.

I hope these observations are useful as you continue to develop PE 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