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Dear Mr Davies

Ofsted 2012–13 subject survey inspection programme: physical education (PE)

Thank you for your hospitality and cooperation, and that of your staff and pupils, during my visit on 11 June 2012 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; and observation of three lessons.

The overall effectiveness of PE is satisfactory.

Achievement in PE

Achievement in PE is satisfactory.

- Children enter the Early Years Foundation Stage with physical skills that are typical for their age. They make satisfactory progress throughout the school and, by the end of Year 6 their attainment is average. The school's records show that, over recent years all pupils were able to swim the expected 25 metres by the end of Key Stage 2. Pupils achieve exceptionally well in outdoor and adventurous activities because of the wide-range of opportunities in all year groups. The school has only recently started to assess pupils' attainment and monitor their progress. Consequently, although you have an accurate overview of achievement, you cannot evaluate any variation in pupils' progress from year to year or of different groups, such as gender and ability.

- PE makes a strong contribution to pupils' personal development. Pupils say that they very much enjoy all aspects of PE. Year 6 pupils speak enthusiastically about the seven-mile mountain walk, a variety of climbing activities and overnight camping. Pupils have a good understanding of the contribution that PE and school sport makes to promoting and maintaining their health.

Quality of teaching in PE

The quality of teaching in PE is satisfactory.

- Although some teaching is outstanding, it is inconsistent. Relationships between teachers and pupils are strong and ensure that lessons are calm and orderly. Pupils have several opportunities to be physically active, especially through the variety of after-school clubs. Younger pupils participate in regular 'wake and shake' exercises. However, in some lessons, the activities are often not vigorous enough or sustained for long enough to have a significant impact on improving pupils' skills, fitness and health.
- During lessons, pupils are encouraged to evaluate their own learning and that of others. Where teaching is outstanding, pupils are exceptionally clear about the main success criteria for judging how well they are learning in the activity. However, this is inconsistent.

Quality of the curriculum in PE

The quality of the curriculum in PE is good.

- Planned activities cover all areas of the National Curriculum. All pupils have access to at least two hours of weekly planned PE which is supplemented by a range of after-school clubs. Older pupils' leadership skills are promoted effectively by acting as young sports leaders. Advice given to parents and carers about local sports clubs ensures that higher attaining pupils have opportunities to extend their skills. Carefully chosen sports coaches are sometimes used to teach lessons and lead clubs in specialist areas, such as dance. You have correctly identified that inter-school competition is not fully developed.
- The quality of outdoor and adventurous activities is a strength of the school. Younger pupils gain in confidence, independence and cooperation through 'Forest Schools' activities and 'Adventure Days' at a local outdoor centre. Older pupils continue to develop their skills through activities such as camping, caving, mountain-biking, gill-scrambling, skiing, climbing, orienteering and residential experiences.

Effectiveness of leadership and management in PE

The effectiveness of leadership and management in PE is satisfactory.

- Since your appointment, your enthusiasm and expertise in outdoor and adventurous activities has inspired staff and pupils, and made a significant contribution to improving provision in PE. Resources are generally good,

especially for outdoor and adventurous activities. The absence of large apparatus restricts some gymnastics activities.

- You monitor teachers' planning and give good advice and support when required. However, procedures for the assessment of pupils' attainment and monitoring of their progress are underdeveloped and the monitoring and evaluating of the quality of teaching are not regularly or systematically undertaken.

Areas for improvement, which we discussed, include:

- ensuring that the systems for assessment of pupils' attainment, the monitoring of their progress and the regular and systematic monitoring of the quality of teaching are fully in place
- ensuring that, in all lessons, pupils are provided with activities which are vigorous and sustained enough to have a significant impact on improving their skills, fitness and health
- increasing the number of opportunities for pupils to experience competition through inter-school tournaments.

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

As explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. A copy of this letter is also being sent to your local authority.

Yours sincerely

Roy Bowers
Her Majesty's Inspector.