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Mrs E Wright  
Headteacher  
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Dear Mrs Wright

### **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 13 October 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 other activities.

The overall effectiveness of PE is good.

#### **Achievement in PE**

Achievement in PE is good.

- Pupils make good progress in PE. They get a good start in the Early Years Foundation Stage with most children reaching the expected level in physical development. A very large majority of pupils attain Level 4 or higher by the end of Year 6, although assessment records show that in some year groups, boys do better in games activities and girls perform better in dance and gymnastics. Almost all pupils in Year 6 are able to swim 25 metres before they leave the school. Many pupils' achievements are boosted by their participation in the wide range of physical activities provided by the school.
- Pupils' personal development and well-being are enhanced significantly by their involvement in PE and sport. A very good scheme is in place to monitor pupils' fitness levels as they move through the school. Pupils say they enjoy PE and they participate enthusiastically in lessons. Behaviour

and attitudes are excellent. Pupils who are talented at sport are identified and provided with additional challenges. Specific programmes are also provided for pupils who may require support to improve their physical skills. Pupils' achievements and many successes in PE and sport are celebrated in assemblies and in sports displays.

### **Quality of teaching in PE**

The quality of teaching in PE is good.

- Teachers plan thoroughly and identify clearly the skills pupils will acquire, develop and apply. Pupils warm up well at the start of their lessons and teachers engage them in discussion about the impact this has on their bodies. Teachers routinely encourage pupils to observe each other's performances and comment on how they might be improved. Occasionally, pupils wait too long before they have the chance to engage in an activity.
- Teachers' assessment of pupils' work is good. In lessons, they test pupils' understanding through pertinent questioning and observe and provide feedback to guide improvements. Teaching assistants are deployed well, providing good support to groups of pupils and individuals. In one lesson observed, information and communication technology was used very effectively to support pupils' learning.

### **Quality of the curriculum in PE**

The quality of the PE curriculum is good.

- The curriculum is suitably balanced and includes all areas of learning. All pupils take part in two hours of PE activities each week, with two thirds of pupils engaged in at least one additional hour of physical activity. Learning in PE, particularly dance, is linked well to work in other subjects. Pupils who attend residential visits have good opportunities to participate in outdoor and adventurous activities. In lessons observed in Key Stage 1, a strong emphasis was placed on pupils being creative and developing their independence.
- Pupils attend a wide range of before- and after-school sports clubs. These are led by staff and visiting coaches and cater for all year groups. Involvement in the school sports partnership has introduced pupils to many different sports activities, enabling them to take part in tournaments and make links with community clubs. Friday afternoon 'brain boost' sessions include good opportunities for pupils to engage in additional physical activities. The curriculum has a strong emphasis on pupils adopting healthy lifestyles.

### **Effectiveness of leadership and management in PE**

The effectiveness of leadership and management in PE is good.

- Subject leadership is well organised and strongly committed to improving provision and outcomes for pupils. Leaders have a good understanding of the strengths and weaknesses in PE; areas for improvement are identified

clearly in the subject action plan. Strong links with the school sports partnership have been used well to develop the curriculum and provide staff with professional development courses. Good systems have been established to assess and monitor pupils' attainment and progress.

- Leaders consult pupils regularly to collect and act on their views to improve provision. Teachers' planning is scrutinised and resources are audited. Insufficient emphasis is placed on observing lessons to check the accuracy of teachers' assessments, and the quality of teaching, learning and progress. Indoor accommodation for PE activities is excellent and outdoor accommodation is good and undergoing some improvements. PE and sport have a suitably high profile in displays around the school.

**Areas for improvement, which we discussed, include:**

- establishing a programme of lesson observations to monitor and evaluate the quality of teaching, learning and progress and the accuracy of teachers' assessments.

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

As I 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. Except in the case of academies, a copy of this letter is also being sent to your local authority.

Yours sincerely

**Rob McKeown**  
**Additional Inspector**