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Ms T Hoare  
Headteacher  
Wolborough Church of England  
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Union Street  
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Dear Ms Hoare

Ofsted 2009-10 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 9 March 2010 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 the identification of an area of best practice in PE and its impact for pupils.

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.

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 satisfactory.

Achievement in PE

Achievement in PE is satisfactory.

- In the lessons observed, pupils were working at expected levels with a small proportion working above national expectations, particularly in games activities. Pupils made satisfactory progress overall but are capable of more, especially higher attaining pupils. Pupils with special education needs and/or disabilities receive good support in lessons and, consequently, make the same progress as others and at times better progress. The indoor and outdoor play areas for children in the Early Years Foundation Stage are stimulating and help pupils to make good progress in developing their fine and gross motor skills.

- Pupils have good knowledge and understanding of how to lead a healthy lifestyle, particularly in the importance of warming-up in preparation for exercise and the effect of this on their heart and body. Pupils are starting to use observation and evaluation in some lessons, including the use of information and communication technology to improve their own and other's work. However, this is not being used consistently across the school to help all pupils to understand how they can improve their work further.
- Pupils' opportunities to feed back on provision are increasing. For example, they make suggestions for playground equipment, the best use of an additional play space and evaluate sessions provided by external coaches. Older pupils say they are pleased at being given opportunities to lead active play sessions for younger pupils. All pupils spoken to said they enjoyed PE but a significant number said that work was too easy and they could be challenged more in lessons.

### Quality of teaching in PE

The quality of teaching in PE is satisfactory overall.

- Teachers have good subject knowledge that has been improved well through professional development opportunities. In the most successful lesson observed, the teacher had high expectations and accelerated pupils' progress through observation and intervention with specific feedback to help them understand the next step in their learning. However, these were not consistent aspects in other lessons and pupils are capable of attaining more.
- The school makes good use of the local authority and other commercial schemes of work to support teaching. Staff are starting to adapt these well to better meet the needs of pupils in their class. A good range of resources is used in lessons, although not enough attention is always given to matching equipment to meet the different needs of pupils.
- The deployment of teaching assistants to support individual pupils or groups of pupils is a strength of provision. At times, this leads to pupils making better progress than others in the class.
- Teachers assess pupils' progress in PE at the end of a unit of work, although this is not brought together to form a secure view of pupils' attainment and progress during their time at the school. In one lesson, assessment data and pupils' self-assessment were being used well to focus future work. Subject leaders have a good understanding of how to extend the use of assessment procedures to monitor pupils' progress more closely.

### Quality of the curriculum in PE

The quality of the PE curriculum is good.

- All pupils experience a minimum of two hours of timetabled PE each week that is extended further with additional activities taught by external coaches and/or teachers such as dance, swimming and badminton. The

curriculum and extra-curricular programme ensure pupils experience a broad range of activities that covers all aspects of the PE National Curriculum. Good links are being formed with other subjects. For example, French is used as a stimulus for counting during games and dance activities are linked to the class theme.

- Pupils have good opportunities to use the local environment with a range of outdoor and adventurous experiences, including residential visits and through the school's walking club.
- The range of extra-curricular and enrichment opportunities is good with high numbers of pupils taking part from all ages. Pupils are particularly enthusiastic about the skipping club, martial arts and the tag rugby sessions led by the local police. The school sports partnership has extended opportunities further with additional clubs, such as dance and handball, and more pupils participate in sports festivals and tournaments.

### Effectiveness of leadership and management in PE

The effectiveness of leadership and management in PE is satisfactory.

- Leaders have increased the profile of PE in recent years and introduced a broader range of opportunities for staff and pupils. Consequently, staff have good opportunities for professional development in PE through sports partnership or school-led training each term to improve their subject knowledge. However, this has yet to impact fully in bringing about consistently high-quality teaching and raising pupils' achievements further.
- Leaders acknowledge that monitoring of PE has not been a priority and they are unable to identify the strengths and weaknesses of the subject securely. Subject leaders make good use of the primary link teacher days to extend pupils' opportunities, but they are not used to monitor and evaluate the impact of new initiatives. Informal discussions with staff and whole-school monitoring of planning has enabled leaders to identify areas for development in PE resulting in a secure action plan. Appropriately, this includes the introduction of a formal monitoring and evaluation programme. Previous action plans have led to effective improvements, such as more active play opportunities at break and lunchtimes.
- The subject leader is a good role-model for teaching. He has high expectations of pupils' active involvement, both physically and in verbal responses, during lessons.

Areas for improvement, which we discussed, include:

- exploring the use of primary link teacher days to monitor and evaluate the impact of new initiatives
- improving the quality of teaching by:
  - raising teachers' expectations of pupils' capabilities to ensure all pupils are challenged more in lessons
  - ensuring more consistent teacher intervention to bring about faster improvements to pupils' work

- extending the use of assessment procedures to ensure:
  - the school has a secure view of pupils' attainment and progress over time
  - all pupils know their next steps in learning and how to improve their own work further.

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. It will also be available to the team for your next institutional inspection.

Yours sincerely

Judith Rundle  
Her Majesty's Inspector