

Aviation House
125 Kingsway
London
WC2B 6SE

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



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Mr B Crump
Headteacher
Coughton Primary School
Coughton Lane
Coughton
Alcester
B49 5HN

Dear Mr Crump

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 7 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.

The overall effectiveness of PE is satisfactory.

Achievement in PE

Achievement in PE is satisfactory.

- Children enter the Reception class with a higher level of physical development than is typical for their age. By the time pupils leave at the end of Year 6 their attainment is above average.
- Pupils' progress is satisfactory. Some of the pupils with motor coordination difficulties are beginning to make good progress due to individual attention and the specialist coordination movement programme (COMP) they receive. In the lessons observed, the higher attaining pupils made least progress because they were not challenged well enough.
- PE makes an effective contribution to pupils' personal development. The pupils interviewed showed a good knowledge of how to keep themselves fit and healthy through a balanced diet and plenty of exercise. They are proud of their achievements in PE and particularly enjoy the wide range of

sports competitions and after-school clubs. In the lessons observed, pupils showed good regard for safety. They worked together well, completed their tasks with enthusiasm and behaved exceptionally well.

Quality of teaching in PE

The quality of teaching in PE is satisfactory.

- In the lessons observed, teachers showed good class management skills and relationships with pupils were strong and supportive, resulting in a positive ethos for learning. However, the quality of teaching was no better than satisfactory because there was too little emphasis on helping pupils to improve their skills and increase their fitness, and pupils were not engaged for long enough in stimulating and challenging activities.
- The lack of assessment information means that teachers do not always plan activities to meet the needs of pupils with different levels of attainment or make clear to pupils the next steps in their learning. Pupils are encouraged to evaluate their own learning and that of others during lessons. However, it is not always effective because pupils are not clear about the main success criteria for judging learning in the activity.
- Although teachers are beginning to use information and communication technology to promote learning in PE, it is not used widely.

Quality of the curriculum in PE

The quality of the PE curriculum is satisfactory.

- The curriculum is balanced and covers all areas of activity in the PE National Curriculum. All pupils have access to the expected two hours PE each week. The scheme of work offers insufficient guidance for teachers on how pupils' learning in PE can be developed progressively over time.
- In Key Stage 2, the range of extra-curricular sports activities is varied. These activities enable a high proportion of pupils to take part in three hours of PE and school sport each week. The school is aware that there are not enough intra-school sports competitions and has good plans in place to improve.

Effectiveness of leadership and management in PE

The effectiveness of leadership and management in PE is satisfactory.

- Subject leaders are aware of the main strengths and areas for development. They have established plans for improvement and provided teachers with opportunities to share good practice. However, procedures for monitoring and evaluation are not systematically undertaken in all areas of PE.
- Subject leaders recognised that teachers' skills in teaching dance and gymnastics are underdeveloped and have made good use of external agencies and the school sport partnership to improve teachers' knowledge and understanding in these areas.

Areas for improvement, which we discussed, include:

- establishing systematic approaches to monitoring and evaluation of all aspects of PE
- ensuring that lessons engage pupils in stimulating and challenging activities for longer to improve their skills and fitness
- ensuring that information and communication technology is used more effectively to promote pupils' learning
- ensuring that schemes of work provide teachers with guidance on how pupils' skills can be developed over time.

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

Roy Bowers
Her Majesty's Inspector