

Aviation House  
125 Kingsway  
London  
WC2B 6SE

T 0300 123 1231  
F 020 7421 6855  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



17 March 2011

Mrs D Crabb  
Headteacher  
Great Tey Church of England Voluntary Controlled Primary School  
Chrismund Way  
Great Tey  
Essex  
CO6 1AZ

Dear Mrs Crabb

**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 8 March 2011 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 satisfactory.

**Achievement in PE**

Achievement in PE is satisfactory.

- Children make good progress in the Early Years Foundation Stage and most have physical skills that match or exceed the expected level for their age. Progress continues to be good in Key Stage 1 and the school's attainment records show that pupils reach average to above average standards. Progress in Key Stage 2 is satisfactory. Most pupils are able to meet the National Curriculum swimming standard before they leave in Year 6. Boys do better in games activities and girls' performances are more accomplished in dance.
- Pupils' personal development is enhanced by their involvement in PE and sport. They enjoy physical activities and most display positive attitudes and behave well in lessons. Older pupils know that physical fitness is a key component of a healthy lifestyle and have good opportunities to be

physically active at break times. Pupils with special educational needs and/or disabilities are fully included in lessons, and individuals are supported well with specific teaching programmes to aid their physical development. Play-leader training has not been introduced and older pupils have insufficient opportunities to develop their leadership skills.

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

The quality of teaching in PE is satisfactory.

- Good and satisfactory teaching was observed. Lessons are well organised and teachers' planning gives a clear indication of what children will be learning and how teachers will judge whether this has been successful. Teaching assistants provide mostly good support and pupils have the chance to develop and apply their skills, and evaluate their own and others' performances. Teaching is better when staff provide helpful demonstrations and resources are used effectively to stimulate and support learning. It is less effective when teachers' subject knowledge is insecure and challenge and leadership opportunities are limited.
- Questioning and observations are used effectively to assess pupils' responses and coaching points are made to help improve performances. This year, some teachers have begun to record pupils' attainment in dance, gymnastics and games, but accomplishments in swimming are not recorded. Reports written for parents vary in quality but are particularly detailed and informative for parents of younger pupils.

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

The quality of the PE curriculum is satisfactory.

- Pupils have two hours of PE on their weekly timetables. All areas of learning are included in the overall curriculum programme, although there is an imbalance in the time allocated for dance and gymnastics in some year groups. Pupils swim in the on-site learner pool and older pupils benefit from attending a residential visit in which they take part in many outdoor and adventurous activities. Dance is linked well to learning in other subjects.
- Pupils have suitable opportunities to take part in after-school sports clubs led by teachers or community sports coaches. They would like to see these opportunities extended, as well as having the chance to play in more inter-school sports competitions and tournaments.

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

The effectiveness of leadership and management in PE is satisfactory.

- Leaders have an accurate understanding of the strengths in provision and aspects that require improvement; these appear in the latest subject action plan. Involvement in the local school sport partnership has been used well this year to support the teaching of games and gymnastics,

although pupils' attendance at events and tournaments has been restricted until very recently.

- A more systematic approach to assessing and recording pupils' attainment and progress was introduced in September 2010 but formal observations of the teaching of PE are not organised. Parents receive helpful information on sports events and developments in PE are reported to the governing body. Accommodation is good, although the resources that are kept in the outdoor PE store require reorganising and some playground markings require reinstating.

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

- providing older pupils with more leadership opportunities in lessons, in intra-school sports competitions and in organising play activities for younger pupils
- continuing to develop a consistent approach to assessing and recording pupils' attainment and progress, including in swimming
- establishing a systematic approach to monitoring and evaluating teaching, learning and pupils' achievement.

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**