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Miss L Dodge
Headteacher
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Dear Miss Dodge

Ofsted 2011–12 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 18 May 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; and observation of two lessons and other activities.

The overall effectiveness of PE is satisfactory.

Achievement in PE

Achievement in PE is satisfactory.

- Most children start school with physical skills that are typical for their age. Children in the Early Years Foundation Stage are making good progress. Most will reach the expected level of physical development; a majority will also achieve their early learning goal. Progress in Key Stages 1 and 2 is satisfactory, although it is better in games and swimming. Almost all pupils are able to swim 25 metres before they leave in Year 6.
- Pupils' involvement in PE and sport is enhancing their personal development. Individual pupils' self-esteem and confidence have benefited from participation in swimming and club activities. Playtimes are very active and older pupils take responsibility for organising equipment and leading games for younger pupils. In lessons, pupils participate with

enthusiasm, behave well and work successfully in groups. Talented pupils are identified and encouraged to extend their skills in local community sports clubs.

Quality of teaching in PE

The quality of teaching in PE is satisfactory.

- The two lessons observed included a number of good features. Lessons follow an appropriate structure and teachers' plans identify what pupils will be learning and how activities will be matched to different groups. Teachers provide good demonstrations to show pupils what they are aiming for and choose suitable resources to help make learning effective. At times, the pace of learning is too slow and the quality of performance reached by pupils, particularly those who are talented, does not match their capabilities.
- Teachers' observations are used well to identify positive features in pupils' responses and aspects that require improvement. Photographic evidence of pupils' learning outcomes is collected but less use is made of video technology to support assessment. Comprehensive records are kept of children's attainment and progress in the Early Years Foundation Stage; a suitable system for assessing and recording achievement in the other key stages is yet to be established.

Quality of the curriculum in PE

The quality of the curriculum in PE is satisfactory.

- The changes made this year in long-term planning have improved the balance in the curriculum and promoted links with other subjects. Outdoor and adventurous activities are now included in the summer term. New schemes of work have been adopted to strengthen curriculum continuity and ensure progression in pupils' learning. All pupils enjoy two hours of PE in their weekly timetables and daily activate sessions are organised in all classes.
- Links with the local sports partnership have been used successfully to introduce pupils to a number of different sports activities. After-school sports clubs led by staff and visiting coaches are organised each term, and pupils attend festivals and tournaments organised by the local sports coordinator. Pupils' participation in club activities is monitored but not evaluated. Pupils interviewed said that they would like to have more clubs to choose from.

Effectiveness of leadership and management in PE

The effectiveness of leadership and management in PE is satisfactory.

- Leaders express a clear understanding of how they intend to bring about further improvements in PE provision. A comprehensive subject evaluation is planned for later in the year and the current action plan identifies the short-term priorities for development. The subject policy document has

been updated recently and agreed by the governing body. Staff have benefited from attending professional development training, led at the school and by the local sports partnership.

- A small number of lessons have been observed to evaluate the quality of teaching but subject monitoring requires a broader and more systematic approach. Indoor accommodation is excellent and the school's spacious sports hall is used by other local primary schools. Outdoor facilities for playground games and athletics activities are good. PE and sport have a suitably high profile in displays, newsletters and achievement assemblies.

Areas for improvement, which we discussed, include:

- completing the work begun this year to improve the quality of curricular provision, teaching and learning
- developing a suitable system for assessing and recording pupils' attainment and progress in PE
- strengthening subject leadership by establishing a systematic approach to monitoring and evaluation.

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