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Mrs J Wheatley
Headteacher
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Dear Mrs Wheatley

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 7 June 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 three lessons.

The overall effectiveness of PE is outstanding.

Achievement in PE

Achievement in PE is outstanding.

- Pupils' attainment by the end of Year 6 is well above that expected for their age. They make outstanding progress during their time at the school because of the high quality of teaching and the breadth of opportunities within the curriculum. This very high standard is on a continuous trend of improvement. Pupils have high aspirations, demonstrate excellent levels of independence in their work and are willing to take risks in their learning.
- Pupils gain new skills exceptionally well and have outstanding knowledge and understanding of health and fitness. Older pupils talk with confidence about the importance of a warm-up and cool-down in relation to lactic acid in the body. Pupils of all ages are able to observe, evaluate and feedback accurately on how to improve performance further.

- Pupils are extremely positive about PE. They are eager and enthusiastic to complete tasks and show a real determination to improve. Their high levels of physical fitness enable them to participate fully, to sustain high work rates and to succeed in a broad range of activities.

Quality of teaching in PE

The quality of teaching in PE is outstanding.

- Teachers have excellent subject knowledge that is transferred to energetic, enthusiastic and confident delivery of the subject and they are extremely good role models for being active. They have very high expectations of pupils' physical and verbal contributions to lessons which inspire pupils to want to succeed. Excellent relationships enable pupils to be confident in making suggestions on how they can explore ideas in different ways to improve their own work.
- Teachers are highly skilled at using assessment data and information about pupils' prior learning to plan work that matches pupils' needs. They make insightful observations during lessons that lead to timely interventions to improve work and enable all pupils to make rapid progress. The inclusion of and support for pupils with special educational needs and/or disabilities are outstanding and enable them to make the same outstanding progress as others in the school. Teachers use high-quality open-ended questioning to extend pupils' thinking and responses. At times, more able pupils could be challenged even further. Lessons are delivered at a brisk pace and good attention is paid to ensuring that pupils work in a safe environment.
- Assessment procedures are comprehensive and are well in advance of most other primary schools. Thorough analysis of the data enables the subject leader and teachers to have an in-depth understanding of pupils' progress and to identify any underachievement early. This leads to appropriately planned interventions and/or additional activities in lessons. However, assessment criteria are not shared consistently with pupils to help them understand fully how well they are doing and to independently identify how they could improve further.

Quality of the curriculum in PE

The quality of the curriculum in PE is outstanding.

- The curriculum provides a rich and varied programme that is planned carefully to ensure that pupils acquire new skills at a swift pace. The school makes good use of commercial schemes of work that are rigorously adapted to meet the needs of individual pupils and classes.
- All pupils have a minimum of two hours of PE each week. They all take part in at least one additional hour of school sport and only a very small proportion does not participate in at least four hours of PE and school sport each week. This is reflected in the school attaining the Activemark Gold award.

- Pupils want to participate in extra-curricular activities because of the wealth of opportunities available for all age groups in both traditional and non-traditional activities. Pupils have excellent opportunities to compete against other schools. Further enrichment is provided through residential visits for outdoor and adventurous activities, coaching sessions from local professional sports clubs and activity workshops. Gifted and talented pupils access additional extension activities, frequently provided by the school sport partnership (SSP).

Effectiveness of leadership and management in PE

The effectiveness of leadership and management in PE is outstanding.

- PE and sport have a very high profile around the school because the subject has been and continues to be extremely well-led. The subject leader has a thorough understanding of the strengths and priorities for improvement because of a robust programme of monitoring, evaluation and development. She is an outstanding role model and is ambitious to extend pupils' achievement even further. You and the previous subject leader provide excellent support which enables new initiatives and improvements to be introduced to already outstanding provision. The strong links created with the SSP and local sports clubs enhance provision and extend pupils' experiences further.

Areas for improvement, which we discussed, include:

- sharing assessment criteria consistently with pupils to help them understand fully how well they are doing and to independently identify how they could improve further.

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

Judith Rundle
Her Majesty's Inspector