

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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Miss A McClusky
Headteacher
St Peter's Catholic Primary School
Prospect Road
Marlow
SL7 2PJ

Dear Miss McClusky

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 8 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 and other activities.

The overall effectiveness of PE is good.

Achievement in PE

Achievement in PE is good.

- Children get off to a good start in the Early Years Foundation Stage and leave the Reception class with skills that are above the expected level for their age in physical development. Progress continues to be good in Key Stages 1 and 2 and attainment is above average by the end of Year 6. Pupils' performances in dance are particularly strong and typically, all pupils are able to swim 25 metres before they leave for secondary school.
- Pupils' involvement in physical activity contributes significantly to their personal development. They participate enthusiastically in lessons and play energetically at break times. Older pupils have a good understanding of how regular exercise contributes to a healthy lifestyle. Talented pupils are identified and encouraged to develop their skills in sports partnership

events and community sports clubs. Individual pupils' confidence and self-esteem are boosted by their success in PE and sports activities. Some Year 6 pupils have been trained as playleaders.

Quality of teaching in PE

The quality of teaching in PE is good.

- Good teaching was observed in all three lessons seen during the inspection. Teachers' plans clearly identify the skills pupils will be learning and how these will be developed and applied to group activities. Good emphasis is placed on pupils discussing how their bodies react when they warm up. Effective teacher and pupil modelling are used well and older pupils are encouraged to develop their own creative responses. High expectations for good behaviour and full engagement ensure that all pupils are active throughout PE lessons.
- Teachers ask good questions to test pupils' understanding and use their observations well to identify how pupils might improve their work. Periodically, teachers make more formal assessments of pupils' attainment but this information is not collated into a year-on-year progress record. Although information and communication technology (ICT) was used at the start of one lesson to stimulate ideas, it is not exploited fully in helping pupils to assess and evaluate their own work.

Quality of the curriculum in PE

The quality of the curriculum in PE is good.

- All pupils take part in two hours of timetabled PE each week. A balanced curriculum contains the six areas of learning, including swimming for pupils in Years 3 and 4. Year 6 pupils enjoy a wide range of outdoor and adventurous activities during a week-long residential visit. Dance is linked well to learning in other subjects and Year 6 pupils talk enthusiastically about the dances they perform on each science topic. Outdoor provision for children in the Early Years Foundation Stage is good, offering many interesting areas within which children can learn.
- A large majority of pupils take part in at least one extra-curricular club, choosing from a good range of different sports activities. Community coaches deployed through the local sports partnership have introduced pupils to many new sports. Pupils attend competitions and festivals of sport organised locally and take part in house competitions at the school. A good link with a local performing arts college enables those in Year 5 to work with Year 12 dance students.

Effectiveness of leadership and management in PE

The effectiveness of leadership and management in PE is good.

- Leaders have an accurate view of the strengths and weaknesses in provision, and priorities for improvement are recorded in a subject action plan. The association with the local sports partnership has been used

successfully to support teachers' professional development and strengthen their subject knowledge. Work in PE is linked well to the school's wider promotion of pupils' all-round health and well-being. Informal systems of monitoring and evaluation help leaders to evaluate the quality of provision and track pupils' participation in physical activities.

- Parents are kept informed about the termly curricular programme in PE and the additional sports activities on offer to their children. Indoor and outdoor accommodation is good overall, although playground markings and some PE equipment require upgrading. Pupils are asked to contribute their ideas for improvements in provision, for example by creating designs for the proposed development of the Key Stage 1 playground.

Areas for improvement, which we discussed, include:

- extending the use of ICT to support teaching and learning, including for modelling and for helping pupils to evaluate and look for improvements in their performances
- establishing more formal systems for monitoring the quality of teaching and learning and for evaluating pupils' attainment and progress.

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