

Aviation House
125 Kingsway
London
WC2B 6SE

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



21 June 2011

Ms J French
Headteacher
Box Church of England Primary School
High Street
Box
Corsham
SN13 8NF

Dear Ms French

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 9 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 four lessons and other activities.

The overall effectiveness of PE is outstanding.

Achievement in PE

Achievement in PE is good.

- Pupils' attainment is above average by the end of Year 6 and well above that expected for their age in dance. Boys and girls attain equally well. All pupils meet the expectation to swim 25 metres with most attaining this by the end of Year 4. This is because of the excellent initial opportunities provided in the school's own swimming pool for children in the Early Years Foundation Stage and Key Stage 1 and additional lessons at the leisure centre for older pupils. All pupils make good progress from their starting points although higher attaining pupils are capable of even more.
- Pupils acquire new skills at a good rate especially in selecting and applying skills in different activities. Pupils' use of observation, evaluation and feedback is a strength in all lessons although not all pupils are challenged

to use the correct PE terminology to extend their initial responses. Pupils have good understanding of leading a healthy active lifestyle and make good contributions to warm-up activities.

- All pupils spoken to say how much they enjoy PE. This is reflected in high levels of participation in lessons and extra-curricular activities and in their determination to improve their work. Pupils enjoy taking different roles in lessons and are being trained as young sports leaders. They have good opportunities to feed back their views on provision.

Quality of teaching in PE

The quality of teaching in PE is good.

- Teachers have secure subject knowledge that is used to plan work that matches pupils' needs well, particularly for mixed-age classes. They are skilled at using observation that leads to timely interventions with suggestions on how to improve work further. In one outstanding lesson pupils made rapid progress because of the quality of open-ended questions that enabled pupils to work out creative solutions for themselves or because pupils were given very detailed next steps in learning.
- The pace of lessons is good overall to engage pupils and ensure they make good progress. A good range of resources and equipment is used to match the needs of pupils with different abilities. Good use is made of information and communication technology as stimuli for movement and to record experiences. Photographs are starting to be used for pupils to evaluate their previous work although the school misses the opportunity to use the captured images for instant feedback and improvement.
- Assessment criteria and procedures are comprehensive with excellent focus on pupils' achievement in both the strands and activities of PE. Assessment information is used thoroughly to plan future work. However, the criteria are not shared with pupils to enable them to understand fully how well they are doing and what they need to do to attain the next level.

Quality of the curriculum in PE

The quality of the curriculum in PE is outstanding.

- The curriculum provides a broad and balance programme that covers all areas of the programme of study in depth. The school make excellent use of commercial schemes of work that are adapted robustly to meet the needs of pupils and for mixed-age classes. Good links are created with other subjects, particularly in science and health, and are being strengthened further through global studies. A number of external coaches and specialist teachers enhance provision further.
- All pupils have a minimum of two hours of PE each week and virtually all pupils take part in at least one additional hour of school sport each week. Nearly all pupils choose to be active at playtime and lunchtime because of the large range of equipment available, ample space to play safely and additional wake and shake sessions run by teachers. Excellent

opportunities are in place to develop pupils' water confidence and swimming skills. Pupils also benefit from residential visits for outdoor and adventurous activities. Opportunities for competition have increased, especially through links with the school sport partnership.

- Provision for pupils with special educational needs and/or disabilities or other physical needs is excellent. Pupils are included fully in lessons and make the same good progress as others in the school. Opportunities for pupils identified as gifted and talented have improved and a specific programme of activities has started this year.

Effectiveness of leadership and management in PE

The effectiveness of leadership and management in PE is outstanding.

- The subject leader has excellent knowledge of the strengths and priorities for improvement because of a robust programme of monitoring, evaluation and improvement. Evaluations do not always focus enough on the impact for pupils' achievements. Action plans are clearly focused on improving provision and raising attainment even further. The subject leader is an outstanding role model for teaching.
- PE has a high profile around the school including being active throughout the day and in recognising and celebrating success. Staff have excellent opportunities to develop their subject knowledge through sharing of good practice, observation of others and team teaching with experts. Links with the school sport partnership are extensive and extend opportunities for both staff and pupils well.

Areas for improvement, which we discussed, include:

- sharing assessment criteria with pupils so they understand fully how well they are doing and what they need to do to attain the next level
- ensuring evaluations have a clear focus on the impact for 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

Judith Rundle
Her Majesty's Inspector