

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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Mrs C Singleton
Headteacher
Easton Community Primary School
Easton
Woodbridge
Suffolk
IP13 0ED

Dear Mrs Singleton

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 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.

The overall effectiveness of PE is satisfactory.

Achievement in PE

Achievement in PE is satisfactory.

- Due to the school's small size, pupils in the Early Years Foundation Stage and Years 1 and 2 are taught together in one class. Teachers' planning ensures that pupils of all ages and abilities make satisfactory progress and achieve or exceed national expectations by the end of Key Stage 1. Pupils work safely together to develop their ball skills using a wide range of games equipment. They cooperate well with each other and can identify some of the changes that are happening to their bodies as they exercise.
- Pupils continue to make satisfactory progress in Key Stage 2. The majority of them attain the standards expected by the end of Year 6, including swimming. Progress is accelerated in Years 3 and 4 when pupils are given opportunities to work together in small groups to compete and to time and measure each others' athletic performances. Pupils in Years 5 and 6 talked

enthusiastically about Thursday afternoons when a visiting coach leads weekly games lessons and provides an after-school club for them to continue to play sport.

- All pupils, including those identified with special educational needs and/or disabilities, thoroughly enjoy participating in PE. They care for and cooperate well with each other, try their very best and include everyone in their small games. They play enthusiastically together at break-times, arranging their own playground games and playing creatively on the new 'school fort'.

Quality of teaching in PE

The quality of teaching in PE is satisfactory.

- Teachers' high expectations are reflected in the quality of pupils' PE kit which is excellent. They use a range of resources to plan lessons which includes vigorous warm-ups and opportunities to test pupils' knowledge of the changes to their bodies when they exercise. Learning is particularly effective when teachers enable pupils to work together in small groups for prolonged periods of time and are encouraged to think for themselves and evaluate each others' performances. It is less effective when all pupils are expected to do the same actions as the teacher, or when teachers do not spend enough time demonstrating what is to be learnt.
- One lesson each week is taught by an external games coach which pupils thoroughly enjoy. However, joint-planning between teachers and the coach is not coordinated well enough which compromises pupils' continuity of learning. Similarly, assessment procedures lack clarity because different assessments are carried out by teachers and the coach. This provides the subject leader with a limited overview of how well pupils are progressing and does not inform pupils of how well they are doing or what they need to do to improve.

Quality of the curriculum in PE

The quality of the curriculum in PE is good.

- All pupils receive two hours of PE each week. This is enhanced by regular 'wake and shake' sessions, outdoor play and regular participation in after-school sports clubs. Records show that last year, the vast majority of pupils accessed three hours of PE and sport weekly. Participation in local sports tournaments and annual events such as sports day, a fun-run and a residential visit to an activities centre enrich the curriculum further.
- The excellent school grounds provide a wealth of opportunities for pupils to play together in pairs and small groups, organising their own competitive games such as football and rounders, and exploring the recently installed activity equipment. This adds significantly to pupils' achievement and enjoyment.
- The school's commitment to inclusion means that the wide range of curricular and enrichment opportunities is open to all pupils. Staff can point to striking examples of how they have successfully integrated pupils

with special educational needs and/or disabilities into PE. Gifted and talented pupils are known well and steered towards after-school clubs and an increasing number of local sports competitions and events. The school funds additional lessons for a minority of pupils unable to swim 25 metres by the end of Year 6.

Effectiveness of leadership and management in PE

The effectiveness of leadership and management in PE is satisfactory.

- The subject leader takes every opportunity offered to the school to increase participation and competition in PE and sport. Her enthusiasm and efforts ensure that the subject enjoys a high profile and pupils enjoy a broad range of experiences. Her monitoring includes periodic lesson observations of teachers and the coach. However, a common approach to lesson planning and assessment procedures is not fully established. Self-evaluation informs action plans and this has resulted in a number of improvements, but plans are insufficiently focused on raising pupils' achievement in PE or improving the overall quality of teaching.
- The subject leader has a thorough understanding of how core tasks can be incorporated into lessons to raise achievement and how they can be used to assess how well pupils are progressing. However, core tasks are not regularly used because long-term plans and teaching resources are interpreted by staff in different ways.

Areas for improvement, which we discussed, include:

- improving the quality of teaching by gaining common agreement on the best resources for lesson planning and by mapping a single long-term plan, linked to medium-term plans and core tasks for all staff to teach and assess at regular intervals
- refining assessment procedures in PE to illustrate clearly the achievement of pupils in all areas of activity and to enable pupils to articulate how well they are progressing and what they need to do to 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

John Mitcheson
Her Majesty's Inspector