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Mrs B Taylor  
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Dear Mrs Taylor

Ofsted survey inspection programme – Physical Education

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 12 March 2007 to look at work in Physical Education (PE).

As outlined in my initial letter, as well as looking at key areas of PE, the visit had a particular focus on the impact of the Physical Education School Sport and Club Links (PESSCL) strategy.

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. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: interviews with staff, children at the school, the partnership link teacher and the school sports coordinator, scrutiny of relevant documentation, and observation of two lessons.

The overall effectiveness of PE was judged to be outstanding.

Achievement and standards

Achievement in PE is outstanding.

- Standards in the small number of lessons observed were outstanding, which is in line with the school's data. Standards in swimming are well above the national expectations as all pupils swim the required 25 metres

by the end of Year 5, showing good progress. Pupils also make outstanding progress in the Foundation Stage because of the quality of teaching.

- Pupils have an extremely good understanding of developing a healthy lifestyle and are increasingly taking opportunities to be active through the schools extra curricular sporting options.
- Pupils behave very well in lessons and are fully engaged in all the activities. They co-operate with each other and work extremely well in small groups. Pupils comment on how much they enjoy PE because it is fun and teachers tell them how they can improve.

### Quality of teaching and learning

The quality of teaching and learning is outstanding.

- Teachers are improving the quality of teaching and learning through attending the PESSCL programme. Regular feedback from courses has raised teachers' awareness of assessment, which is beginning to more securely identify the levels at which pupils are working. The school recognises that this is an area which needs further improvement.
- All lessons are well structured because of comprehensive planning. Pupils are always made aware of what they are expected to learn because planning in lessons is focused on learning.
- Pupils have very good opportunities to acquire and develop their skills and they are able to select and apply skills appropriately.
- Teachers have accurate records of pupils' progress in each PE activity. The information is used very effectively to identify pupils that require additional support. Lessons are planned so that pupils are able to work and make progress at their own level of ability.
- A good range of resources is used very effectively to support teaching and learning. Creative use is made of limited facilities so that pupils are able to achieve the standards of which they are capable.

### Quality of curriculum

The quality of the curriculum is outstanding.

- The school allocates two hours of curriculum time to PE and offers a good balance of National Curriculum activities. Pupils have swimming lessons from reception through to Year 6, which reflects the outstanding progress made in the activity.
- Although gymnastics lessons are planned creatively, it is recognised that the very small hall restricts the breadth and balance of the curriculum area; staff are working with the local school sports coordinator to try to gain access to a facility outside the school.
- Pupils have access to an outstanding range of extra curricular opportunities, which have been further enhanced by involvement with the PESSCL strategy.

- Well trained teaching assistants take a prominent and effective role in the delivery of the lunchtime activities.
- The school sports coordinator is training older pupils so that they will be able to take a lead role in delivering lunch time activities.
- Further enrichment opportunities are offered through a number of residential experiences and good links with local sports clubs. For example the local cricket, rugby, dance and tennis clubs and coaches work effectively in developing the skills of both boys and girls.

### Leadership and management of PE

The quality of leadership and management in PE is outstanding.

- The subject leader and senior staff have an outstanding understanding of the strengths and areas for development in PE. The PE subject leader has a clear vision for improvement of the subject and recognises the need to improve the quality of assessment so that it accurately judges the standard that individual pupils work at.
- Schemes of work are adapted very well by teachers to meet the needs of pupils and are supplemented effectively with additional resource material.
- The subject leader is given time to develop her role. She is starting to undertake a broad range of monitoring and evaluation activities and is well supported by senior staff.
- A programme of observations has been completed for teachers and outside coaches. They are comprehensive and include pertinent points for development.
- The subject leader plans a very good staff development programme, which is supported by the primary link teacher and the sports coordinator.

### Subject issue – Impact of the Physical Education School Sport and Club Links (PESSCL) strategy.

- The PESSCL strategy is having a very positive impact at the school. Very effective links have been created between the school and the school sports coordinator to support improvements in teaching and learning and particularly in extending the range of opportunities for pupils outside the curriculum.
- The sports coordinator is working with older pupils to develop their leadership skills.
- The subject leader has attended training sessions and attendance at primary link teacher meetings is helping her to focus on improving aspects of provision at the school.
- All staff at the school has taken advantage of professional development courses, resulting in more confident teaching and introduction of the lunchtime activity programmes.
- Pupils have increased opportunities for competition both in their own school and against other schools in festivals run by sports leaders and through local leagues and competitions.

- The school makes use of the 10 high quality outcomes during PE lessons.

#### Inclusion

- All pupils are fully included in lessons. Teaching assistants are deployed very effectively to support pupils with learning difficulties, disabilities or physical development needs both in lessons and during lunchtime activities.
- Pupils identified as gifted and talented have good access to extension activities. The school encourages links and attendance at local clubs.
- The school has a good process for recognising success and pupils comment favourably when their sporting achievements outside school are also celebrated publicly.

Areas for improvement, which we discussed, included:

- ensure that assessment procedures and systems are accurately judging the levels at which pupils are working
- improve opportunities for pupils to develop their gymnastic skills.

I hope these observations are useful as you continue to develop PE in the school.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Roger Whittaker  
Additional Inspector