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Mrs C Woodstock
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Dear Mrs Woodstock

Ofsted survey inspection programme – Physical Education

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 26 September 2006 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 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 and children, scrutiny of relevant documentation, analysis of children's reports and observation of two lessons.

The overall effectiveness of PE was judged to be satisfactory.

Achievement and standards

Achievement in PE is satisfactory.

- Standards in PE are in line with those expected in the aspect of PE observed during the inspection (games). The Foundation Stage profile for 2006 indicates that children in reception achieved at or above the expected level for physical development by the time they entered Year 1. Standards in swimming are above expected levels.

- Children make satisfactory progress in PE. The school believes they make good progress in swimming. Children learn to acquire, develop and evaluate their skills in PE. They have a good knowledge of what happens to their bodies when they exercise and can talk about why it is important to keep fit and healthy. Children say they enjoy PE. In lessons, they behave well, have good attitudes and participate enthusiastically.

Quality of teaching and learning

The quality of teaching and learning is satisfactory.

- Teaching is satisfactory overall with some good features. An appropriate lesson structure is in place and suitable emphasis is placed on working towards the ten high quality outcomes. Children are managed well and teaching assistants complete useful assessments during lessons. Good emphasis is placed on children discussing and evaluating their performances and on developing independence and cooperation.
- The pace in lessons is not always brisk enough and more talented children are not extended or challenged sufficiently. Too little emphasis is given to improving skills. Although teachers assess children's performances during lessons, there is no formal system for recording and monitoring progress.

Quality of curriculum

The quality of the curriculum is satisfactory.

- Two hours of curriculum time are allocated to PE, including swimming. The school does well to provide a balanced programme of gymnastics, dance and games with restricted accommodation. Resources are adequate but children have too few opportunities to take part in extra curricular sports activities or inter school tournaments. Year 4 children have the chance to attend a popular weekend residential which focuses on outdoor and adventure activities and helps to prepare children for middle school.

Leadership and management of PE

The quality of leadership and management in PE are satisfactory.

- The subject leader is enthusiastic and committed to improving provision. She has strengthened her subject knowledge through attending the primary link teacher training and subject leader network meetings. She has completed an accurate audit of the strengths and weaknesses in provision and drawn up a set of improvement priorities.
- Subject monitoring has included lesson observations, a scrutiny of planning and collecting a record of children's participation in physical activities. The outcomes from the monitoring activities have yet to be analysed and evaluated.

Subject issue – PESSCL Programme

- The impact of the PESSCL programme is limited.
- Attendance at PLT meetings has helped the subject leader to focus on improving aspects of provision, such as assessment, but many tournament and coaching activities offered by the partnership have not been taken up.
- Recent training for midday supervisory staff will help the school to organise more purposeful play activities at lunchtime. However, the school has not taken full advantage of professional development courses and support from the sports coordinator to help improve the quality of teaching and learning. Progress with implementing the family development plan requires an urgent review.

Inclusion

- All children are included in PE lessons including those with learning difficulties and disabilities. Teaching assistants are employed effectively to ensure all children participate. Good emphasis is placed on children collaborating during PE lessons.
- There is no specific provision for gifted and talented children, although the school advises parents when children show particular skill in a sport or physical activity which might be extended.

Areas for improvement, which we discussed, included:

- engage more with the PESSCL programme to enhance out of hours provision for children and to improve the quality of teaching and learning
- establish a suitable system for assessing, recording and reporting children's achievements in PE.

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

Robert McKeown
Her Majesty's Inspector