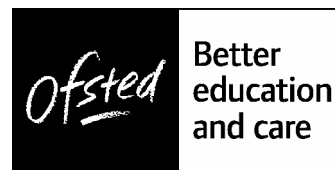


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Mrs A Davidson  
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Dear Mrs Davidson

Ofsted survey inspection programme – Physical Education

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 27 February 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 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 three lessons.

The overall effectiveness of PE was judged to be good.

Achievement and standards

Achievement in PE is good.

- Standards in PE are in line with those expected in the games and gymnastic sessions observed and all pupils attain the expectation to swim 25 metres by the end of Key Stage 2.

- Pupils make good progress in Key Stage 1 and 2 and very good progress in Reception. Pupils are able to select and apply skills well although they have limited opportunities to experience evaluating and improving their own and others work.
- Pupils have good understanding of how to develop a healthy lifestyle including taking regular exercise and eating healthy food.
- All pupils are fully engaged in lessons and work diligently to improve. They work collaboratively in pairs and small groups. All pupils display exemplary behaviour and attitudes to learning.
- Pupils have good opportunities to develop cultural awareness through dance.

### Quality of teaching and learning

The quality of teaching and learning is good.

- Lessons are well planned and structured to enable pupils to make good progress in their learning however more able pupils are not always challenged to achieve their best. A good range of resources is used to stimulate pupils learning experiences. Pupils show care of the equipment and are able to handle and place these safely.
- Teachers are particularly skilled at using question and answer techniques to include all pupils and checking their understanding of the tasks.
- Teachers have good subject knowledge which they use effectively to interact with pupils to help them improve their work.
- As a result of monitoring and evaluation findings and involvement with PESSCL, staff have more opportunities for professional development in PE. This is having a positive impact across the school, such as the “wake and shake” session each morning.

### Quality of curriculum

The quality of the curriculum is good.

- The school provides a balanced programme that covers all activities of the National Curriculum. Pupils comment particularly favourably on gymnastics and dance experiences.
- The time allocated to the teaching of PE is too short to enable children to make better progress than at present. Good focus is given to the teaching of swimming that enables pupils to make at least good progress.
- The school offers a good range of enrichment activities for PE including a residential outdoor and adventurous experience, ‘wake and shake’ each day and an increasing number of physical activity clubs. As a result of the enrichment programme, most pupils access the Government’s target of two hours physical education and school sport each week. The school are starting to identify pupils that do not reach this target and encourage their participation.

- The school make good use of published schemes of work to support the delivery of gymnastics and dance, although no PE overview is available to state the expected progress for each age group.
- Good links have been created with local sports clubs, sports associations and council sports development officers to increase the range of opportunities offered to pupils, such as cricket, skipping and martial arts.

### Leadership and management of PE

The quality of leadership and management in PE is good.

- You and your subject leader have an accurate view of PE provision at the school and the subject action plan makes good links with whole school development. The subject leader has a clear vision for improving the subject further including increasing the involvement with PESSCL. He has increased his role through attending the primary link teacher training.
- The school uses detailed records to assess pupils' attainment in swimming and are starting to track their progress in other PE lessons. However this is based on the National Curriculum activities such as games and dance and does not reflect other aspects such as 'acquire and develop skills' or 'evaluate and improve skills'. Teaching assistants make useful assessments during lessons, especially in reception lessons.
- A clear programme of monitoring and evaluating activities is planned such as lesson observations and scrutiny of planning and previous findings have resulted in more professional development opportunities for staff and more focused teaching in games. The subject leader undertakes a good range of activities to involve pupils in the development of the subject, such as asking them to suggest additional sports clubs they would like.

### Subject issue – PESSCL Programme

- Impact of the PESSCL programme is limited so far because of the short time the school has been involved with the partnership. However, positive impact can be seen in the introduction of 'wake and shake', professional development for staff and more opportunities for pupils to take part in inter school festivals of sport.
- Good links have been created with the School Sports Co-ordinator and the district sports development officer.

### Inclusion

- All pupils are fully included in PE lessons including those with learning difficulties and disabilities. Teaching assistants are employed effectively to ensure all pupils participate and give good support, particularly with less able pupils.
- The school is starting to identify pupils who are gifted and talented and some extension opportunities are being offered such as games and dance workshops.

Areas for improvement, which we discussed, included:

- increase the opportunities to challenge more able pupils in lessons
- develop a PE curriculum overview that states the expected progress for each age group
- consider increasing the time allocated to the teaching of PE or blocking work to enable even better progress and attainment.

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

Judith Rundle  
Her Majesty's Inspector