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Miss Mackle  
Headteacher  
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Dear Miss Mackle

### Ofsted survey inspection programme – Physical Education

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 23 May 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 continuity of learning between key stages.

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 outstanding.

### Achievement and standards

Achievement in PE is good and outstanding for higher attaining pupils.

- Pupils enter the school with well below average standards. All pupils make at least good progress in their physical development in the Foundation Stage and continue to make at least good progress in PE during Key Stage 1. Higher attaining pupils make outstanding progress because teachers plan suitably challenging activities. This is a significant improvement since the last inspection. Standards in PE are at least in line with those expected by the end of Key Stage 1.

- Pupils learn to acquire, develop, select and evaluate their skills in PE well. Year 1 pupils have extremely well developed skills in evaluating their own learning, understanding the progress they have made and how to improve further. They have very good understanding of living healthily including what you need to do to keep fit.
- Pupils say they enjoy PE and talk with enthusiasm about the activities they learn. In lessons, they behave well, work co-operatively in pairs and small groups and display very positive attitudes towards tasks. They work with perseverance to complete work successfully.

### Quality of teaching and learning

In the small number of lessons seen the quality of teaching and learning is outstanding.

- Staff have good subject knowledge that they use extremely well to extend pupils' knowledge and understanding of PE. Lessons are planned thoroughly. Very good use is made of the four strands of PE and consequently pupils acquire, develop, select and evaluate their skills very effectively for their age. The subject leader has outstanding practice when developing pupils' ability to observe, evaluate and improve their own and others work.
- Teachers and teaching assistants are highly skilled at using question and answer techniques to check understanding and in supporting pupils at the correct moment to challenge and extend progress and help pupils understand their next step in learning.
- The range of activities and resources in lessons is stimulating and excites pupils to want to learn. Good use is made of ICT to photograph and record performances that help pupils to review and evaluate their own work and understand how they can improve.
- Pupils' work is monitored closely during lessons and assessed formally at the end of each unit of work. Teachers make useful comments on individual or class progress that helps them plan future activities to better understand the needs of pupils.

### Quality of curriculum

The quality of the curriculum is good.

- The curriculum has been successfully revised to make best use of facilities and resources and to better meet the needs of pupils. It provides a good balance of gymnastics, dance and games and is planned to ensure pupils build on previous learning. The majority of units make good reference to the four strands of PE specifically referencing how pupils will be taught to acquire, develop, select and evaluate their work and where they will be helped to develop knowledge and understanding of fitness and health. Good links are now being made between subjects. For example when studying Mexico, pupils learn Salsa dances.

- All pupils have the opportunity to achieve the expectation for two hours physical education during planned curriculum time.
- A good programme of enrichment opportunities is available including after school sports clubs.

### Leadership and management of PE

The quality of leadership and management in PE is outstanding.

- You and your subject leader have an accurate view of strengths and weaknesses in PE based on monitoring and evaluation information. The subject leader is enthusiastic and committed and has been instrumental in bringing about significant improvements since the last inspection. She has a clear vision for further improvements of the subject. PE has a very high profile around the school.
- Units of work are comprehensive and support teaching and learning very well.
- Very good links have been created with local partner schools to share ideas and to support continuous learning however it is too early to judge the impact of this work.
- All staff have completed professional development in PE that has helped to improve their subject knowledge and confidence. Consequently the quality of teaching and learning has improved.
- Although the four strands of the PE National Curriculum are used very well in lessons, limited reference is made to these in assessment records or reports.

### Subject issue – Continuity of learning between key stages

- Comprehensive information is collected on the physical development of pupils during the Foundation Stage. Teachers have very good opportunities to discuss the progress of individual pupils and consequently the information is used effectively to support further improvements when pupils are in Key Stage 1.
- The school has planned units of work in swimming for Year 2 pupils to support continuous learning between Key Stage 1 and Key Stage 2.
- The school is starting to work with local partner schools to ensure all pupils have the same opportunities in PE at Key Stage 1 and to support continuous learning between key stages. It is too early to judge the impact of this work.

### Inclusion

- All pupils are fully engaged in PE lessons including those with learning difficulties and disabilities.
- A large number of skilled teaching assistants are employed very effectively to ensure all pupils make progress in lessons and that they participate safely.

- Good emphasis is placed on children collaborating during PE lessons.

Areas for improvement, which we discussed, included:

- finding ways to share further the outstanding practice of the subject leader when using the PE strand on evaluating and improving work
- when reviewing units of work and assessment procedures, placing more emphasis on the four strands of acquire and develop, select and apply, evaluate and improve, and knowledge of health and fitness.

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