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06 November 2007

Miss Sally Caudle
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Dear Miss Caudle

Ofsted survey inspection programme – Physical Education

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 16 October to look at work in physical education (PE).

As outlined in my initial letter, as well as looking at key areas of the subject, 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 pupils, scrutiny of relevant documentation, analysis of pupils' reports and observation of swimming lessons.

The overall effectiveness of physical education was judged to be good.

Achievement and standards

Achievement is good and standards are above average.

- Pupils consistently attain standards that are above those expected by the end of Year 2 and 6, especially in games and swimming. They make good progress in developing their physical skills throughout the school from relatively low starting points when they join, because of good teaching.
- Outstanding opportunities are made for pupils to evaluate their own and others' work and consequently they know what they have to do to improve in all activity areas. Less emphasis is given for pupils to select and apply their skills in different situations.

- Pupils are given good opportunities to take responsibilities in PE such as playground equipment leaders and sports day team leaders. They relish the opportunities to organise sports day events and very effectively develop and lead 'wake up and shake up' activities each morning for the whole school. They had good opportunities to help select the large playground apparatus based on what they wanted to do in the playground.
- All pupils have outstanding understanding of developing and leading healthy, active lives. As one child said 'our treats are always balanced with healthy fruit'.
- Pupils work collaboratively and effectively together in lessons and ensure that everyone is included in play at break and lunchtimes. They talk with enthusiasm about the range of playground equipment and facilities that help them be active each day.

Quality of teaching and learning of PE

In the small number of lessons observed, the quality of teaching and learning was good.

- The subject leader and other staff have good subject knowledge that they use effectively to support the progress and improvement of every child.
- A good range of strategies are used to include all pupils in learning. Teachers are particularly skilled at using question and answer techniques to challenge pupils thinking and help them to understand their next steps in learning.
- Although no use of information and communication technology was observed in PE, pupils describe in detail how they video their performances in lessons and then analyse their own and others' work to understand what and how they can improve.
- All pupils enthuse about PE at the school. They are engaged, focused and remain on task extremely well because of effective teaching.
- Staff have started to record levels of attainment in PE for Year 6 pupils although this is a new area of work and impact on learning is yet to be fully realised. Key objectives are linked to each unit of work although they are focused on developing skills rather than the four strands of the PE National Curriculum of acquire and develop, select and apply skills, evaluate and improve their work and understanding health and fitness.
- Reports to parents and carers have good information on pupils' progress in activities. However only a few give a target for further improvement or highlight where a pupil has been successful in other aspects such as evaluating work or leadership.

Quality of the curriculum

The quality of the curriculum is good.

- The school ensures good coverage of activities in both the curriculum and extra curricular clubs.

- Planning is thorough for each of the classes and outstanding in the range of activities to meet the needs of all pupils in the reception, Year 1 and 2 mixed age class.
- Units of work show good progression in developing skills and this is reflected in pupils' good learning.
- Good links are made with other subjects where possible, such as Hindu song and dance related to celebrating Harvest and science ideas with games.
- Key Stage 2 pupils have access to two hours high quality PE during curriculum time and also have an extensive range of sports clubs, festivals and tournaments available at other times.
- Key Stage 1 pupils have two hours of PE in the summer when they participate in more outdoor activities. In the winter they only have one hour of PE which is below the government target. The school has already identified this as an area for development and have plans to increase the time available with additional multi skills and 'funfit' clubs for younger pupils.
- The school clearly puts the needs of every child at the heart of what they do. Pupils feel valued and safe; they understand the need for rules in the playground and swimming pool and are happy to adhere to them. They enthuse about PE and school.

Leadership and management of PE

The quality of leadership and management is good.

- Although the subject leader has limited opportunities to observe teaching and learning in PE he has good knowledge of the strengths and weaknesses of provision. He undertakes good monitoring of planning and offers good support to others where applicable. He is a good role model for staff and pupils.
- Monitoring of the subject and action planning take place as part of a whole school cycle. However involvement with the school sports partnership programme ensure that actions are taken to improve provision each term, for example increasing the range of clubs and festivals and initiating 'wake and shake'.
- The school make appropriate use of commercial and local authority schemes of work to support teaching and learning.
- PE is well resourced and has excellent facilities both indoors and outdoors. They are used very effectively to engage pupils in activity and encourage healthy active lifestyles.

Subject issue

- Despite the school now giving levels of attainment in PE for Year 6 pupils, limited information is provided for or asked for in PE at the point of transfer to Key Stage 3.

Inclusion

- All pupils are fully included in lessons; boys and girls have equal access to all activities offered at the school.
- Good provision is made for pupils with learning difficulties or disabilities. For example, one child has been provided with extra swimming to support progress, confidence and physical suppleness.
- All staff have high expectations of pupils' behaviour, participation and verbal input to lessons. Pupils respond positively.
- There is excellent deployment of teaching assistants during swimming lessons to support individuals or groups of pupils.

Areas for improvement, which we discussed, included:

- placing more emphasis on the use and development of the four strands of the physical education National Curriculum
- ensuring that all pupils in Key Stage 1 have access to two hours high quality physical education and sport throughout the year.

I hope these observations are useful as you continue to develop physical education 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 the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Judith Rundle
Her Majesty's Inspector