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Mrs D Drew
Headteacher
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Dear Mrs Drew

Ofsted survey inspection programme – Physical Education

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 15 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 learners, scrutiny of relevant documentation, analysis of pupils' reports, observation of two lessons and other activities.

The overall effectiveness of PE was judged to be satisfactory.

Achievement and standards

Achievement is satisfactory.

- Children come into the Foundation Stage with physical skills that are mostly typical for their age. They make satisfactory progress in their first year at school and a good majority reach an appropriate level in physical development before they enter Year 1.
- Pupils in Key Stages 1 and 2 make satisfactory progress in PE and most pupils attain average standards. Some older pupils make good progress and achieve higher standards particularly those who are involved in club and team activities. Older pupils achieve well in swimming with almost all pupils managing to swim 25 meters before they leave the school. The

'top-up' sessions in 2007 were very successful in helping non-swimmers in Year 6 to achieve the National Curriculum standard.

- Pupils' personal development and well-being are enhanced by their involvement in PE and sport. In lessons, pupils behave well and show positive attitudes. Pupils enjoy PE lessons and enthuse about the opportunities they have to attend sports clubs and play in competitions. Older pupils know that regular exercise helps them to keep fit and healthy.

Quality of teaching and learning

The quality of teaching and learning is satisfactory.

- Two lessons were observed; one in Reception, which was good and one in Year 5/6, taught by the sports coach, which was satisfactory. The lessons followed a suitable structure and learning outcomes were identified in teachers' planning. Reception children made good progress in their lesson developing confidence, coordination and control. The teacher and teaching assistant worked very well together using resources very effectively to support learning. The lesson for older pupils lacked pace at times and more able pupils were not given sufficiently challenging activities.
- Teachers assessed pupils during the lessons through observing and questioning, making occasional points to guide improvement. The subject leader has recently introduced an improved system for assessing learning outcomes at the end of units of work. This is helping teachers to judge attainment and adjust their planning for future lessons. Annual reports provide parents with useful information about their children's achievements in PE.

Quality of the curriculum

The quality of the curriculum is good.

- The school's involvement in the PE, school sport and club links programme (PESSCL) has helped to strengthen the curriculum. A published scheme of work has been introduced to guide planning and secure continuity in learning. All classes have two hours of timetabled PE each week with every area of activity in the PE National Curriculum included in the overall programme. The school recognises that some aspects of PE, such as games activities, are taught more effectively than others.
- Accommodation and the range and quality of equipment are good. Pupils have the chance to participate in an excellent variety of extra-curricular activities. These are popular, well attended and helping pupils to improve their skills and boost their overall achievement. There are also very good opportunities for pupils to take part in competitions and tournaments. The school gained the 'Activemark' award for 2007.

Leadership and management

The quality of leadership and management is satisfactory.

- The subject leader is committed to improving provision. She has benefited from the training undertaken in her role as primary link teacher. This has

strengthened her subject knowledge and laid the foundation for further improvements. Revised schemes of work and new assessment practices have been introduced. PE and sport are given a high profile in the school in displays and through the extensive range of enrichment activities. A link governor meets the subject leader periodically to review provision and reports any developments to the curriculum committee of the governing body.

- Monitoring and evaluation require improvement. Priorities in the subject action plan are clear but insufficient emphasis is placed on measurable outcomes for pupils and how these will be evaluated. The subject leader is unable to judge the quality of teaching and learning as very few lessons have been observed in the last four years. Pupils' attainment and progress are not tracked as they move through the school.

Subject issue - continuity of learning and transition between key stages

- Transition between the Foundation Stage and Year 1 is managed successfully. Teachers discuss children's progress and achievement and pass on the outcomes from their assessments when children move between classes. Some younger Year 1 pupils are placed in a mixed-age class with Reception children, enabling them to consolidate their early learning.
- When pupils move from Year 6 to Year 7, primary and secondary teachers discuss pupils' pastoral needs as well as their progress and achievement in the core subjects. Year 6 teachers also share additional information on pupils' particular sporting talents or additional needs. End of year reports are passed on but the school is not sure how these are used. There are no discussions or exchanges of information on the curriculum or the teaching approaches used in the different phases.

Inclusion

- All pupils are included in PE lessons and those with learning difficulties and disabilities are supported very well by learning support assistants. A well established daily 'gym trail' is provided for a small number of pupils to help them develop their fine and gross motor skills. The proportions of pupils with learning difficulties and disabilities (LDD) and those from Black and minority ethnic backgrounds participating in extra-curricular activities are high; their participation is monitored by the deputy headteacher. The school identifies pupils who have particular talents in a number of sports and encourages them to take up additional challenges in local clubs and on summer courses run by partner secondary schools.

Areas for improvement, which we discussed, included:

- strengthen subject leadership through more regular monitoring of teaching and learning and through evaluating the outcomes of actions taken to bring about improvements in provision
- make more effective use of ICT to support teaching and learning, including assessment

- establish a workable system of recording pupils' attainment and 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 the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Rob McKeown
Her Majesty's Inspector