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Mr D Borrie
Headteacher
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Dear Mr Borrie

Ofsted survey inspection programme – physical education

Thank you for your hospitality and cooperation, and that of your staff, during my visit on 1 October 2009 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 identification of an area of best practice in PE and its impact for pupils.

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 included interviews with staff and pupils, scrutiny of relevant documentation, analysis of pupils' reports, observation of three lessons and sporting activities at lunchtime.

The overall effectiveness of PE is good.

Achievement in PE

Achievement and enjoyment of learning are good.

- Pupils attain above-average standards by the end of Year 6, especially in acquiring, developing, selecting and applying their skills in different situations. All pupils reach the expectations in swimming; a small minority after completing the top-up swimming programme.
- Pupils make good progress overall from their starting points, although there is a lack of consistent challenge for the higher attaining pupils, who are capable of more. Pupils with special educational needs and/or

disabilities are supported well and, consequently, their achievement is in line with others in the school. Pupils identified as gifted and talented in PE have appropriate programmes through links with the school sports partnership.

- Pupils interviewed have a good understanding of health and safety implications, both in lessons and while using the outdoor climbing equipment. They talk knowledgeably about how to lead a healthy active lifestyle.
- Pupils have good opportunities for personal development through their roles as PE managers and play buddies. Behaviour in PE lessons is outstanding. Pupils work cooperatively in pairs and small groups and readily accept others' comments on the strengths of their performance and suggestions for improvement. All pupils spoken to said how much they enjoy PE at the school, learning new things and being helped to access sport outside school.

Quality of teaching in PE

The quality of teaching is good.

- Teaching is good overall although some inconsistencies exist in the expectations and aspirations for pupils, leading to slower progress, especially for some higher-attaining Year 2 pupils. Good progress is supported by the good opportunities for pupils to work with specialist teachers and/or coaches both in lessons and during extra-curricular activities. Teaching assistants are deployed well and their good support for individuals or groups of pupils encourages participation and progress.
- Teachers have secure subject knowledge but do not always make the most of opportunities to extend pupils' use of PE terminology. The pace and organisation of lessons are good. The majority of teachers use a range of assessment strategies in lessons. As a result, their interventions are timely and help pupils to gain a better understanding of their work and how to improve it further. Planning is thorough and supports teaching well. Good use is made of a number of commercial schemes of work that are generally adapted well to suit the needs of mixed-age classes.
- Information and communication technology is used extensively to photograph pupils' participation and provision and is starting to be used with pupils to evaluate and improve their work. However, the school misses the opportunity to use these images to help them recall previous work and to set lesson expectations and targets for improvement.
- The school has good assessment procedures for the four strands of PE and is trialling an extended version this year. However, information is not analysed fully to provide an in-depth understanding of pupils' progress and attainment in different aspects of the subject.

Quality of the curriculum in PE

The quality of the curriculum is good.

- All pupils have at least two hours of timetabled PE each week, covering all expectations of the PE National Curriculum. This is enriched by residential experiences in outdoor activities. The school also has a stimulating range of climbing equipment and outdoor challenge apparatus that is extensively used at break and lunchtimes to challenge and extend pupils' opportunities.
- Although the school offers a limited number of after-school clubs in PE, the vast majority of pupils have access to at least one hour of sport, either at school or in local clubs, with a significant number already reaching the Government expectation of five hours each week. You and the subject leader have good plans to extend the range of extra-curricular opportunities to make full use of the new sports hall.

Effectiveness of leadership and management in PE

The effectiveness of leadership and management is good.

- Good support to other staff at the school, including feedback and suggestions on how to improve planning, teaching and learning, is a key feature of the effective subject leadership in PE. Good opportunities to monitor and evaluate provision throughout the year have led to a good understanding of the strengths and weaknesses of the subject and a clear vision for future developments. This could be extended further by using the primary link teacher days to monitor what impact school sports partner initiatives and staff professional development are having on pupils' achievement. At present, the PE annual review does not include specific information on pupils' achievements.
- Some teachers have started to evaluate provision with pupils and make changes as a result, but this is not a consistent or regular aspect of monitoring activities.
- You offer very good support to PE and, consequently, the subject has a high profile in the school. The school was again awarded Activemark in 2008, reflecting your commitment to the subject. Staff are motivated to teach high-quality lessons, are good role models for PE and their enthusiasm is reflected in pupils' enjoyment and progress.

Areas for improvement, which we discussed, include:

- ensuring consistent challenge for higher-attaining pupils
- undertaking a full analysis of assessment data to provide a more comprehensive understanding of pupils' achievements, and using this to improve provision further

- making more use of primary link teacher days to evaluate the impact of initiatives on pupils' achievements.

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