

Aviation House
125 Kingsway
London
WC2B 6SE

T 0300 123 1231
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



2 February 2011

Mr D Gardiner
Headteacher
Wyken Croft Primary School
Wyken Croft
Wyken
Coventry
CV2 3AA

Dear Mr Gardiner

Ofsted 2010–11 subject survey inspection programme: physical education (PE)

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 21 January 2011 to look at work in PE.

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 without their consent.

The evidence used to inform the judgements included: interviews with staff and pupils; scrutiny of relevant documentation; analysis of pupils' reports; and observation of four lessons.

The overall effectiveness of PE is outstanding.

Achievement in PE

Achievement in PE is good.

- Pupils make good progress in all key stages. Children start school with physical skills that are broadly typical for their age. By the time they leave at the end of Year 6, pupils' attainment is above average and almost all are able to swim the expected 25 metres. High-quality performances in dance are an outstanding feature.
- PE makes an exceptionally strong contribution to pupils' personal development. Pupils are very proud of the school's successes in competitions and feel that PE and sport are extremely important aspects of school life. In the lessons observed, pupils behaved exceptionally well, participated with great enthusiasm and very much enjoyed all the activities provided. Pupils with special educational needs and/or disabilities are keen to take part in PE activities. They show a high degree of confidence and are proud of their achievements. Pupils from all backgrounds work

together very well and show good regard for their own safety and that of others. The pupils interviewed showed a good knowledge of how to keep themselves fit and healthy through a balanced diet and plenty of exercise.

Quality of teaching in PE

The quality of teaching in PE is good.

- Relationships between teachers and pupils are strong and supportive and help to create a positive climate for learning in lessons. High expectations stimulate pupils to want to learn and take part in the activities. Teachers have a strong understanding of the value of PE to pupils' all-round development and communicate their enthusiasm for PE to the pupils. Many teachers have national qualifications in PE and sports coaching and have good subject knowledge. However, some teachers lack experience in teaching PE. Consequently, although some teaching is good and outstanding it is inconsistent across the school.
- In a dance lesson observed, several features contributed to pupils' outstanding learning. The teacher had excellent subject knowledge and focused very carefully on the skills pupils were expected to learn. Demonstrations and explanations were exceptionally clear, activities were matched closely to pupils' capabilities and all pupils were helped to learn by high-quality ongoing assessment and feedback.
- The recently revised system for curriculum planning and assessment is helping teachers, especially those less-experienced, to plan work which is matched well to the skills of all groups of pupils. Support from teaching assistants, individual programmes for physical development and modification of activities in lessons help pupils with physical disabilities to take an active part in lessons.
- Although some teachers are beginning to use information and communication technology (ICT) to promote learning, it is not sufficiently developed.

Quality of the curriculum in PE

The quality of the PE curriculum is outstanding.

- The curriculum has recently been revised and provides a clear progression of skills in all areas of PE. It is linked closely with the school's system for monitoring pupils' progress and meets the full range of pupils' needs. Creativity is developed very well through dance activities in the curriculum and after-school clubs. The Early Years Foundation Stage curriculum provides exceptionally well for pupils' gross and fine physical development and provides many opportunities for pupils to learn the skills of cooperation and independence. Strong links between the school and external coaches add significantly to the quality of provision.
- Pupils are involved in a wide range of extra-curricular activities which makes a significant contribution to pupils' enjoyment of learning. Pupils have many opportunities to take part in inter-school competitions and tournaments. All pupils take part in at least two hours of timetabled PE

each week and the large majority are involved in three hours of weekly sport. A residential visit for older pupils provides good opportunities for pupils to take part in many outdoor and adventure activities.

- There is a strong focus on ensuring that pupils swim to the expected standard by the end of Year 6. Additional intensive sessions in Years 5 and 6 are provided for those pupils do not achieve the standard.
- The 'One Body One Life' programme is used by the school to encourage children to adopt healthy lifestyles through physical activity and a balanced diet. The school's records show that this programme is very successful with some pupils and their families.
- Provision for those pupils with special educational needs and/or disabilities is strong. Targeted support and encouragement help these pupils gain confidence, develop social skills and have high self-esteem.

Effectiveness of leadership and management in PE

The effectiveness of leadership and management in PE is outstanding.

- The contribution that you, the senior leaders and the subject leader make to PE is outstanding and is central to the good achievement and exceptionally strong personal development of all pupils. The collective subject expertise of the senior leaders and subject leader is high. You are fully aware of the strengths and areas for development and have plans to improve further. Over recent years, there has been a strong track record of innovation and improvement. Curriculum planning, assessing pupils' attainment and monitoring their progress have recently been revised and improved. These are allowing leaders to monitor more accurately the progress of different groups of pupils and more effectively hold teachers to account. However, these systems are not fully embedded.
- PE and sport have a very high profile in the school. They are promoted exceptionally well through the enthusiasm of the senior leaders and the subject leader, and through the displays around the school. Staff and pupils are inspired by the confidence and commitment shown by senior leaders and the subject leader. Strong links with the schools sports partnership are promoted well and make a significant contribution to pupils' development.
- The subject leader has good subject knowledge and has an excellent understanding of dance. Her enthusiasm is central to the keenness shown by pupils for dance and the high attendance rates of boys and girls at the out-of-school dance clubs. The subject leader uses her skills very effectively to work with other teachers to improve their skills in teaching PE.

Areas for improvement, which we discussed, include:

- fully embedding the revision of curriculum planning, assessing pupils' attainment and monitoring the progress of groups of pupils
- ensuring that ICT is used more effectively to promote pupils' learning.

I hope that these observations are useful as you continue to develop PE in the school.

As I explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. Except in the case of academies, a copy of this letter is also being sent to your local authority.

Yours sincerely

Roy Bowers
Her Majesty's Inspector