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Mrs C Scoffield
Headteacher
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Dear Mrs Scoffield

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 4 November 2010 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 two lessons and other activities.

The overall effectiveness of PE is good.

Achievement in PE

Achievement in PE is good.

- Pupils make good progress and achieve well. Children receive a good start in the Early Years Foundation Stage where they enjoy a wide range of well-prepared indoor and outdoor activities. Their attainment in physical development at the end of Reception is above that expected for their age. The school's assessment records show that attainment at the end of Year 6 is also above average, with a few pupils reaching high levels of performance. Pupils make good progress in swimming and almost all Year 6 pupils leave the school able to swim 25 metres.
- Pupils enjoy taking part in PE and sport and this contributes well to their personal development. Those interviewed had a very good knowledge of the key features of a healthy lifestyle. In lessons, most pupils show very positive attitudes and participate enthusiastically. Behaviour is always good and sometimes excellent. Leaders can point to examples of individual

pupils' motivation and engagement improving through their involvement in sports activities. Any children who leave the Early Years Foundation Stage with underdeveloped physical skills are provided with support programmes to help improve their coordination. Gifted and talented pupils are identified and introduced to additional challenges in sports partnership and community club activities.

Quality of teaching in PE

The quality of teaching in PE is good.

- Good and outstanding teaching were observed during the inspection. Teachers' planning is very detailed and clearly identifies what children will learn and how this will be assessed. Demonstrations are used well to show pupils what they are aiming for and a video clip was included in one lesson to stimulate pupils' ideas. Support from teaching assistants and other adults is usually good. Pupils are given many opportunities to develop and apply their skills working cooperatively in pairs and small groups.
- Teachers' assessment of pupils' learning is good; selective questions are used to check pupils' understanding and knowledge. Teachers observe pupils working and make helpful suggestions for how their responses might be improved. In one lesson, pupils were encouraged to watch each other and say how their performances could be developed. There is potential for increasing the use of information and communication technology to support assessment in lessons.

Quality of the curriculum in PE

The quality of the PE curriculum is good.

- All the areas of learning are included in a balanced curriculum. Swimming is included for Key Stage 2 pupils and those in Years 5 and 6 take part in a very good range of outdoor and adventurous activities during a residential visit. All pupils have two hours of PE on their weekly timetables, although only half are involved in three hours or more of physical activities each week. Learning in dance is linked well to the thematic topics chosen by each year group. Healthy lifestyles are promoted well through walk-to-school and bicycle riding events.
- Involvement in the local school sports partnership has significantly enhanced provision. Pupils have had the opportunity to take part in a variety of sports activities led by visiting coaches. Several after-school sports clubs are available for boys and girls; these are attended mostly by older pupils. Links with some key local sports clubs are well developed and pupils enjoy success in many inter-school competitions and tournaments.

Effectiveness of leadership and management in PE

The effectiveness of leadership and management in PE is good.

- Dynamic, shared subject leadership ensures that PE and sport have a high profile among the school community. Leaders have a good understanding

of the strengths in provision and know how they are going to continue to make improvements. Development priorities are set out clearly in a subject action plan and reviewed periodically through the year. Links with the local sports partnership have been used well to provide professional development opportunities for staff to help strengthen their subject knowledge.

- Good progress has been made in the last year in establishing an appropriate system of assessing, recording and monitoring pupils' attainment and progress in PE, although these assessments have yet to be moderated. Leaders have a well-organised approach to monitoring and evaluating provision, but this has yet to include formal observations of teaching and learning, and collecting pupils' views. Leaders regularly report and celebrate pupils' achievements in school assemblies and parents' newsletters.

Areas for improvement, which we discussed, include:

- looking for ways to increase the use of information and communication technology to support assessment in lessons
- strengthening monitoring and evaluation by moderating teachers' assessments, undertaking more lesson observations and seeking pupils' views.

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

Rob McKeown
Additional Inspector