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Mrs J Day
Headteacher
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Dear Mrs Day

Ofsted 2011–12 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 9 June 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, pupils and the sports partnership development manager; scrutiny of relevant documentation; observations of Key Stages 1 and 2 'wake up, shake up' sessions; and observation of three lessons.

The overall effectiveness of PE is good.

Achievement in PE

Achievement in PE is good.

- All groups of pupils make good progress and attainment is above average by the end of Year 6. Pupils have a strong understanding of how to maintain and improve health and fitness through diet and exercise. They show a good level of physical fitness and most can swim the expected 25 metres by the end of Year 6. The improved provision for dance, since the appointment of the additional subject leader, is having a positive impact on raising pupils' overall achievement in PE.
- In the gymnastics and dance lessons observed, pupils showed a good level of imagination and creativity when building sequences and linking dance

movements. Pupils work very well together and show a good regard for their own safety and that of others.

Quality of teaching in PE

The quality of teaching in PE is good.

- Teachers are enthusiastic about PE and school sport and this is communicated well to pupils. Although no external coaches were observed, the school reports that they make a good contribution to improving pupils' achievement in their specialist areas.
- In the lessons observed, relationships between teachers and pupils were strong. The non-performing pupils were gainfully employed in observation and feedback. Some teachers use information and communication technology (ICT) to exemplify skills and assess pupils' performance. However, the use of ICT in PE is not well developed throughout the school.
- The daily 'wake up, shake up' sessions are taught enthusiastically by teachers. When they include vigorous activity and high-quality flexibility work, they make an outstanding contribution to promoting pupils' physical fitness and future health.
- Although pupils' learning in most lessons is good, it is not outstanding because not all teachers focus enough on improving pupils' skills and ensuring that outcomes are of the highest quality.

Quality of the curriculum in PE

The quality of the curriculum in PE is good.

- The curriculum is structured well and covers all areas of learning. It provides teachers with clear guidelines to promote progression of learning as pupils move through the year groups.
- The two hours of timetabled weekly PE for all pupils is supplemented well by daily 'wake up, shake up' sessions, lunchtime activities, a variety of after-school sports clubs, intra-school house competitions and inter-school matches. The subject leaders are aware that, although there are many very well-attended after-school sports clubs for Key Stage 2 pupils, there are comparatively few for pupils in Key Stage 1.
- The annual sports focus week is exceptionally popular with pupils and enables them to experience a very wide range of sports and activities taught by teachers and specialist coaches.
- Since the appointment of the additional subject leader, dance has developed into a strength of the curriculum. It provides pupils with excellent opportunities to develop creativity and imagination, learn routines and patterns of movement, and improve fine and gross motor skills. Pupils gain an appreciation of different cultures through their experiences of dance from different countries.

- The needs of the more able pupils are met well through activities in lessons which provide a higher degree of challenge, links with local specialist clubs and after-school clubs and competitions.

Effectiveness of leadership and management in PE

The effectiveness of leadership and management in PE is outstanding.

- You and the subject leaders have successfully created an ethos where PE and school sport have a very high profile in the life of the school. You work exceptionally well together to promote the subject, combining a strong level of subject expertise with experience and skills of school improvement. Pupils are inspired to participate and do their best. Staff are keen to try new ideas and welcome opportunities to develop their skills and share good practice.
- Leaders are fully aware of the strengths and areas for improvement and have a strong record of innovation. Improvements in dance provision over the past year have been significant. The method of recording pupils' achievement has recently been successfully revised, and leaders have plans to improve this further.
- Strong links with the school sport partnership and external coaches make a significant contribution to pupils' development in PE.

Areas for improvement, which we discussed, include:

- making better use of ICT to illustrate key skills and techniques and to enable pupils to analyse how they can improve their performance and that of others
- increasing the proportion of outstanding teaching by ensuring that teachers focus more carefully on improving pupils' skills and ensuring that outcomes are of the highest quality.

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