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4 July 2011

Mr S Harbrow
Headteacher
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Dear Mr Harbrow

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 22 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 and pupils; analysis of pupils' work; scrutiny of relevant documentation; 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 in PE. In the Early Years Foundation Stage, children have many opportunities to develop good physical skills, both indoors and outdoors. Attainment at the end of Reception in 2010 was just above the national average, with all children reaching the expected level in their physical development. The latest assessment records for children in Year 6 show that attainment is average for almost all pupils and above average for a small minority. Typically, all pupils are able to reach the national standard in swimming by the time they leave for secondary school.
- Pupils say that they enjoy PE and those observed in lessons participated enthusiastically and behaved well. Pupils' learning in PE helps them gain a good understanding of how exercise contributes to adopting a healthy

lifestyle. Pupils play energetically at lunchtime and those seen in lessons displayed good levels of fitness. A small number of pupils with special educational needs and/or disabilities take part in well-organised 'gym-trail' sessions, which are helping them to develop control and coordination. Pupils who are physically talented join local sports clubs to extend their skills, and in some cases become elite performers.

Quality of teaching in PE

The quality of teaching in PE is good.

- Good and satisfactory teaching were observed, matching the school's self-evaluation. Sample observations completed by the school indicate that teaching is good in most year groups, although leaders acknowledge that more flexibility is required in teachers' approach to differentiation to ensure that work is matched to different abilities.
- Lessons are well organised and follow a suitable structure. Teachers make learning objectives clear and inform pupils about the steps they need to take to make their learning successful. Teachers provide good demonstrations to show pupils what they are aiming for and teaching assistants are deployed well to support individual pupils and groups. Information and communication technology (ICT) was used at the start of both lessons to illustrate teaching points.
- Teachers assess pupils' responses in lessons through their questioning and observations and pupils are encouraged to contribute their views about each other's performances and evaluate how well they are doing. More formal assessments are recorded throughout the year of pupils' attainment in the key areas of learning. ICT is used well to capture children's learning in the Early Years Foundation Stage but it is underused in the assessments made in the other key stages.

Quality of the curriculum in PE

The quality of the curriculum in PE is good.

- All areas of learning are included in a balanced curriculum; more emphasis is being placed on fitness, intra-school competitions and links to sports partnership tournaments in next year's plan. All pupils have two hours of PE in their weekly timetables and a large majority takes part in an additional hour of physical activities by attending a good range of extra-curricular sports clubs. Learning in PE is linked well to work in other subjects; for example, learning in science in 'an amazing body' project undertaken by pupils in Year 5.
- In the last year, provision for outdoor learning for children in the Early Years Foundation Stage has improved. Pupils in other key stages have benefited from working with visiting sports coaches and from taking part in several sports tournaments and competitions. Curriculum theme weeks, such as 'Bike it week' broaden pupils' involvement in wider physical activities. The school is involved in an Olympic project organised by the

local sports college and pupils have visited the site of an Olympic cycling event, which will be held in the locality.

Effectiveness of leadership and management in PE

The effectiveness of leadership and management in PE is satisfactory.

- Leaders are committed to improving provision but rightly believe that improvements are required in subject monitoring and evaluation. A brief subject action plan has been drawn up but it is not based on a systematic monitoring of the strengths and weaknesses in provision or an evaluation of the outcomes for pupils. PE and sport receive a suitably high profile in displays, school assemblies and in communications with parents. Accommodation is good and plans are in place to develop playground zones and train midday assistants to support purposeful play.
- Links with the local sports partnership have been used effectively to improve the quality of teaching and the curriculum. Regular support from the sports coordinator, working alongside staff, has strengthened teachers' subject knowledge. Pupils' participation in dance and a fencing workshop with another primary school is an example of the school's positive approach to using physical activities to promote community cohesion.

Areas for improvement, which we discussed, include:

- establishing a systematic approach to monitoring and evaluating the quality of provision and pupils' achievement in PE
- continuing to strengthen the quality of teaching, including sharpening teachers' approach to differentiation and using ICT to support assessment.

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