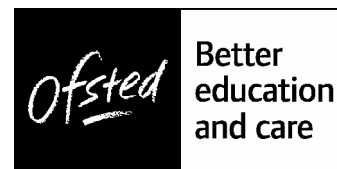


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Mrs H Knight  
Headteacher  
Cardinal Wiseman Catholic School  
and Language College  
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Dear Mrs Knight

Ofsted survey inspection programme 2006/07- Physical Education

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 07 and 08 November 2006 to look at work in Physical Education (PE).

As outlined in my initial letter, as well as looking at key areas of PE, the visit had a particular focus on the Physical Education School Sport and Club Links (PESSCL) strategy.

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 made included: interviews with key staff and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of six lessons. I looked at facilities and sampled extra curricular activities.

The overall effectiveness of PE was judged to be satisfactory.

Achievement and standards

Achievement in PE is broadly satisfactory at Key Stage 3 and inadequate at Key Stage 4.

- This is because pupils enter the school with broadly average standards and go on to make progress in line with the expectations for PE by the end of Key Stage 3. However, during Key Stage 4 pupils make insufficient progress and fail to reach their targets.

- Standards at Key Stage 3 are broadly average, while they are significantly below average at Key Stage 4. The standard observed in extra curricular netball, rugby and hockey is satisfactory overall. However, the school has successfully developed a number of pupils who have gained international recognition in pool, swimming, football and athletics.
- Through PE pupils gain an awareness of the effects of exercise on the body and what it means to be healthy. Pupils are given appropriate opportunities to acquire, develop and evaluate their skills. The majority who enjoy PE are well behaved and display positive attitudes to learning.

#### Quality of teaching and learning of physical education

The quality of teaching and learning is satisfactory.

- This is because the impact of teaching on learning is satisfactory overall, and for some pupils it is inadequate. Typically teaching is well planned with a range of suitable learning activities which challenge and engage pupils. Good attention is paid to developing pupils' skills in line with the four Core Strands for PE. Best practice involved teachers using their subject expertise and management skills to create an extremely purposeful learning environment. Pupils in these lessons had high expectations and were working both collaboratively and independently to develop their skills, knowledge and understanding with support and guidance of staff.
- Assessment practice is satisfactory although pupils are not always aware of how well they are doing and what they need to do to improve further. Similarly there is insufficient moderation of the levels attributed, which leads to some inconsistency.
- Unsatisfactory attitudes to learning and time lost to learning because lessons started late and finished early are areas for development. Less successful aspects of teaching included a lack of challenging activities when it was apparent pupils were capable of more; and an over reliance on the teacher dominating the learning situation which meant pupils were not always actively engaged or stimulated by teaching.

#### Quality of curriculum

The quality of the curriculum is satisfactory.

- This is because it meets National Curriculum requirements and is evolving to increasingly meet the needs and interests of pupils. The school provide a good range of extra curricular activities which pupils take advantage of and provision is further enriched by the links in place with the school sports partnership.
- One hour and forty minutes curriculum time is allocated to PE, including swimming, for the majority of pupils. This is below the government target of two hours. The programme offered is broad and includes gymnastics, dance and games. Some formal leadership opportunities exist such as the

Junior Sports Leaders award (JSLA). The range and quality of accommodation, learning resources and equipment support the curriculum well.

- The length of existing units of work do not always promote continuity and progression.

## Leadership and management of physical education

The quality of leadership and management in PE is satisfactory.

- The faculty leader is competent and works effectively to ensure that the area runs well on a day to day basis. Management has an accurate view of strengths and weaknesses and actions plans are in place to address a number of the highlighted shortcomings. All the respective policies and plans are in place and curriculum mapping and staff deployment is well conceived. Resources are used appropriately and suitable monitoring systems are in place. For example there is an on-going cycle of work scrutiny, monitoring the quality of teaching and evaluating pupil progress, which informs future planning.
- Faculty staff are provided with a range of continuing professional development (CPD) opportunities linked to the whole school and faculty development plan. The faculty leader line manages her staff through performance management.
- Some effective steps have been taken to address issues highlighted by the last inspection and the faculty has good capacity to make further necessary improvements.

## Subject issue- Impact of the PESSCL strategy

- Although the programme is only a year old in this partnership it is having an increasing impact both within partner feeder schools and Cardinal Wiseman itself.
- Provision is not yet apparent across all nine of the PESSCL strands but good progress has been made in addressing the identified need in swimming. For example an audit revealed that only a third of all year 6 pupils in Coventry could swim the statutory 25 metres. In response the partnership provided swimming sessions and water confidence classes, that have so far enabled 50 percent of the non – swimmers to learn to swim. Further evidence of impact has been felt in the choice and diversity strand and increasing participation where pupils have had the opportunity to experience a host of new activities. Provision is improving because teachers are benefiting from CPD opportunities that are improving the confidence and competence with which they deliver PE, particularly in the primary phase. An innovative numeracy project is also being piloted.

## Inclusion

- All children are included in PE lessons including those with learning difficulties and disabilities. Support assistants are deployed effectively and a range of learning aids and adapted equipment is used to further support pupil progress.
- Despite evidence of differentiation in planning this was not always evident in practice and on occasion activities were not appropriately matched to pupil need.

Areas for improvement, which we discussed, included:

- addressing the unsatisfactory attitudes and behaviour of some pupils
- ensuring teaching has a consistently good impact on learning
- enhancing the use of core assessment tasks and moderation of levels.

I hope these observations are useful as you continue to develop PE 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 Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

John Young  
Her Majesty's Inspector