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Mr S Crumpler
Headteacher
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Dear Mr Crumpler

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 5 and 6 May 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; and observation of three lessons.

The overall effectiveness of PE is good.

Achievement in PE

Achievement in PE is good.

- Children start school with physical skills which are typical for their age. By the time they leave at the end of Year 6, pupils' attainment is above average and most pupils are able to swim the expected 25 metres. The school's records show that pupils achieve especially well in invasion games and athletics.
- Pupils make good progress because of consistently good teaching and a well-structured curriculum. This ensures that they progressively gain new skills and have many opportunities to evaluate their own performance and that of their peers. Most pupils show good levels of fitness and are keen to take part in both lessons and additional activities.
- Pupils with special educational needs and/or disabilities make similar progress to others because of the support they receive from skilled

teaching assistants and sometimes through additional swimming lessons. More able pupils extend their skills well through after-school clubs, school tournaments, intra-school competitions, links with local specialist clubs and training organised through the local sports partnership.

- Pupils thoroughly enjoy lessons, sports competitions and after-school sports activities. They apply themselves well to their tasks and show mature attitudes when helping and supporting each other in lessons. Many pupils act as leaders, organising games activities and sports equipment and assisting teachers at after-school clubs. Pupils have a good understanding of how to lead safe and healthy lifestyles and know the advantages to their health and safety of an effective warm-up and cool-down.

Quality of teaching in PE

The quality of teaching in PE is good.

- Teachers show enthusiasm for PE and school sport which they communicate effectively to pupils. In lessons, good emphasis is placed on pupils evaluating their own learning and that of others. This helps pupils to improve their leadership skills and develop their knowledge and understanding of a range of skills. In most lessons, teachers engage the pupils well in activities which improve pupils' fitness. However, in a few lessons, there is not enough activity and pupils are not expected to sustain their efforts over a sufficient period of time.
- Some teachers occasionally use photographs and video cameras to record and evaluate pupils' performances, often in dance. However, information and communication technology (ICT) is not used extensively enough to exemplify and evaluate skills and techniques.

Quality of the curriculum in PE

The quality of the PE curriculum is good.

- All pupils experience a minimum of two hours of PE each week, which includes swimming lessons in the Reception class and in Years 3 and 5. Activities, such as 'wake and shake' and residential visits for older pupils, add to a curriculum which is broad and balanced and includes all subject areas. The schemes of work provide teachers with detailed lesson plans which show a clear progression of learning as pupils move through the school.
- Approximately three quarters of pupils take part in extra-curricular sports clubs which include a wide range of winter and summer games, martial arts and multi-skills for pupils in Key Stage 1. Targeted support and encouragement help pupils with special educational needs and/or disabilities access nearly all of the sports activities undertaken by their peers.
- Sports coaches, sometimes financed by local businesses, add to the range of after-school clubs. Although no clubs were operating during the inspection, the school reports, and pupils agree, that the clubs are very

popular and are of good quality. Pupils have many opportunities to take part in inter-school competitions and tournaments, especially in Key Stage 2.

Effectiveness of leadership and management in PE

The effectiveness of leadership and management in PE is good.

- The subject leader has good subject knowledge, an accurate view of the main strengths and weaknesses in PE and has plans to improve. These correctly include the need for more regular and systematic monitoring of the quality of teaching, and refining the current pupils' progress monitoring system to include greater detail of pupils' progress in the subject strands.
- Displays, regular reports in newsletters and information and praise in assemblies help to ensure that PE and school sport have a very high profile in the school. Links with the school sport partnership are promoted well and make a significant contribution to pupils' development and teacher subject training.

Areas for improvement, which we discussed, include:

- ensuring implementation of the plans to monitor regularly and systematically the quality of teaching and refining the current pupils' progress monitoring system to include greater detail of pupils' progress in the subject strands
- ensuring that information and communication technology is used more effectively to exemplify and evaluate skills and techniques.

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