

Aviation House
125 Kingsway
London
WC2B 6SE

T 0300 123 1231
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



1 February 2011

Mr P Ward
Headteacher
Redden Court School
Cotswold Road
Harold Wood
Romford
RM3 0TS

Dear Mr Ward

Ofsted 2010–11 subject survey inspection programme: physical education (PE)

Thank you for your hospitality and cooperation, and that of the staff and students, during my visit on 19 and 20 January 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 the subject leader and two groups of students; scrutiny of relevant documents; analysis of students' work; and the observation of five lessons.

The overall effectiveness of PE is good.

Achievement in PE

Achievement in PE is good.

- Good teaching and regular opportunities to reinforce learning by participating in lunchtime and after-school sport ensure that the majority of students make good progress in Key Stage 3 and attain standards that are consistently above the national average.
- In Key Stage 4, teachers' thorough knowledge and understanding of the course requirements of GCSE PE and BTEC sport and three hours of PE each week enable the majority of students to make good progress. Results in accredited courses are high. In GCSE PE, the percentage of students attaining grades A* to C has been well above the national average for the past three years and in 2010 the proportion of students attaining A* or A grades was above the national average. In 2010, most students achieved a pass grade in BTEC sport and over a quarter of them attained a merit or distinction.

- Students are rewarded with merit badges for regular participation and school colours are awarded for high achievement in PE and sport. Both are worn with pride by a large number of students.

Quality of teaching in PE

The quality of teaching in PE is good.

- The quality of teaching in the lessons observed was generally satisfactory. The school's own monitoring records and assessment procedures show that it is better than this and enables the majority of students to make good progress in both key stages. Regular assessments provide a clear indication of individual students' progress but this information is not always used effectively to plan suitably challenging tasks for students of different abilities.
- Teachers' expectations are reflected in the high standard of students' PE kit and their good behaviour and attitudes. Working relationships between staff and students are strong; students say that teachers are approachable and go out of their way to support them and ensure that they do well. Most teachers keep students actively engaged in learning and provide them with regular advice on how to improve their work. Students' speaking and listening skills are promoted effectively by fully explaining key words and providing time for them to evaluate each others' work.

Quality of the curriculum in PE

The quality of the PE curriculum is good.

- In Key Stage 3, students have two hours of PE weekly. In Key Stage 4, this increases to three hours, two practical and one theory lesson. The vast majority of students pursue either GCSE PE or BTEC sport. Students use computers regularly to complete their coursework but have few opportunities in practical lessons to use video equipment to analyse performance. A good range of extra-curricular clubs, inter-school fixtures and educational visits complements the PE curriculum.
- A wide range of games, gymnastic and athletic activities in both key stages incorporates the concepts and processes contained in new National Curriculum guidelines. The use of four trampolines and proper regard to health and safety ensure that students participate safely, make good progress through regular practice and enjoy lessons thoroughly. Students appointed as sports house and team leaders contribute well to promoting others' participation in inter-house sport competitions and annual sports events but fewer opportunities exist for students of all ages to acquire an accredited award in sports leadership.

Effectiveness of leadership and management in PE

The effectiveness of leadership and management in PE is satisfactory.

- The PE leader is demonstrating that he has the vision, ability and commitment to maintain the current effectiveness of the subject and drive improvements further. Departmental monitoring and review are largely

accurate and provide a clear understanding of the subject's strengths and areas for development. Improvement plans are in place but some priorities lack specific targets to gauge improvement.

- Good practice in PE is shared across the school, for example the department has taken a lead in developing the school intranet. Some links with partners and outside agencies have been forged but further scope exists to provide additional high-quality PE and extra-curricular support for students from community sports coaches.

Areas for improvement, which we discussed, include:

- increasing the use of video and computers in practical lessons to evaluate students' performance and provide them with high-quality visual feedback on how to improve their work
- developing more links with community coaches to work alongside teachers in the curriculum and to enhance the range of after-school clubs
- providing more opportunities for students of all ages to train to become sports leaders.

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

John Mitcheson
Her Majesty's Inspector