

Aviation House
125 Kingsway
London
WC2B 6SE

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



7 February 2011

Miss S Heath
Acting Headteacher
Stanley High School Sports College
Fleetwood Road
Southport
Merseyside
PR9 9TF

Dear Miss Heath

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 25 and 26 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 staff and students; scrutiny of relevant documentation; analysis of students' work; and observation of eight lessons and some out-of-school hours activities.

The overall effectiveness of PE is good.

Achievement in PE

Achievement in PE is good.

- Students gain new knowledge and skills at a good rate, especially in games activities. They have a good understanding of how to lead a healthy lifestyle and they show determination to succeed. They evaluate activities well but do not always know precisely enough how to improve their skills.
- Many students have highly effective sports leadership skills. They are confident leading activities with their peers in lessons. They make a strong contribution to the community through work with younger pupils both within the school and in local primary schools.
- In 2010, more than a third of students took an accreditation in PE and sport and results in GCSE and BTEC were high. Results have been securely

above average over the past three years. The subject is growing in popularity and numbers taking accredited courses are increasing.

- Students' behaviour and participation in lessons are very good. Participation in out-of-school hours activities is above average and better for boys than girls. The participation of girls is increasing as a wider range of activities is introduced.
- Teams and individuals, including some students with special educational needs and/or disabilities, achieve considerable success in a wide variety of sports at local, regional and national level. A good proportion of students continue to study PE and sport-related courses post-16.

Quality of teaching in PE

The quality of teaching in PE is good.

- Relationships between staff and students are very positive such that students are well behaved and eager to learn and do well. Staff are highly enthusiastic and this is communicated well to the students.
- Teachers' subject knowledge is strong so activities are planned well and focused on key concepts and processes. Lessons are purposeful and well structured. They ensure good levels of physical activity. Students unable to take a physically active part in lessons are usually, but not always, engaged in purposeful activity.
- Systems of assessment are good and support students' learning well. Students know what they are aiming to achieve in lessons and they select their own targets. Teachers ensure that students reflect on their own progress and identify their next steps in learning. In most lessons, students receive helpful feedback from teachers on how well they are doing and how to improve. However, students are not always fully aware of how well they are achieving in relation to national expectations for their age. Occasionally, it is not made clear to the most able students what more they should aim to achieve in a lesson.
- Information and communication technology (ICT) is used well to support learning in theory lessons and students are encouraged to use the internet for research. ICT is beginning to be used to support learning in practical situations but this is not yet extensive.

Quality of the curriculum in PE

The quality of the PE curriculum is good.

- The curriculum meets the needs of most students. All students have access to at least two hours of PE and school sport each week and the majority have access to three hours. The 2008 National Curriculum is well established. Students in Year 7 undertake a physical literacy skills course that provides a good basis of skills and understanding. Students are consulted frequently about the curriculum and have a good element of choice which enables them to follow their interests and remain well motivated.

- A good range of accreditation is offered in PE and sport and includes excellent opportunities for accreditation in leadership and officiating. Opportunities for dance within the curriculum and during out-of-hours activities are starting to increase but no opportunities are provided for accreditation in dance or dance leadership.
- The range of out-of-school hours sporting activities is outstanding and is increasing further with the introduction of more recreational activities, often led by student sports leaders.

Effectiveness of leadership and management in PE

The effectiveness of leadership and management in PE is good.

- Highly enthusiastic subject leadership sets high expectations of staff and students and is supported by strong staff. Regular monitoring and evaluation of practice by the subject leader are informing planning and identify appropriate priorities. Improvement planning sets out relevant actions but success criteria are not related precisely enough to students' outcomes. A relevant programme of professional development supports improvement.
- The department has worked effectively with the school sport partnership to provide a wide range of activities for students and successfully targets those less involved in physical activities.
- The impact of the specialist college has been outstanding and highly significant in developing a positive ethos for learning and sharing best practice in teaching, learning and assessment across the school. It has been particularly influential in developing student leadership in many subjects across the curriculum.

Areas for improvement, which we discussed, include:

- finding ways to give students the opportunity to make good progress in dance and gain accreditation in dance and dance leadership
- increasing the proportion of girls involved in extra-curricular activities
- developing systems of assessment further so that students understand how well they are doing in relation to national expectations for their age and that more able students fully understand what more is expected of them
- including more precise criteria for success related to students' outcomes in the subject improvement plan.

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

Gillian Salter-Smith
Additional Inspector