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11 October 2010

Mr I Pryce  
Headteacher  
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Dear Mr Pryce

### **Ofsted 2010–11 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 29 September 2010 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 and pupils' play at lunchtime.

The overall effectiveness of PE is good.

#### **Achievement in PE**

Achievement in PE is good.

- Pupils make good progress overall from their starting points and very good progress in swimming because of the focus given to this in the curriculum. The majority of pupils start as non-swimmers and all attain national swimming awards by the time they leave at 19. Pupils make good progress in games and dance although more able pupils are capable of attaining even more.
- Pupils have good opportunities to acquire new skills and work towards the attainment of P levels during their time at the school. A small minority of pupils attain National Curriculum levels although pupils attain well below national average because of their particular needs. Individual pupils attain success in athletics, boccia and panathlon events during inter-school competitions. Key Stage 4 and Post-16 students are supported well to gain independence in using local leisure facilities.

- Pupils spoken to and those observed in lessons and enrichment activities enjoy PE. The majority are engaged in learning throughout the lesson because of good support from teachers and teaching assistants.

### **Quality of teaching in PE**

The quality of teaching in PE is good.

- Teachers' good subject knowledge enables them to plan effective differentiated activities and resources to suit the needs of individual pupils in their class. They set clear learning objectives and targets to ensure pupils make progress in learning new skills and have high expectations of pupils' participation. However, the level of challenge is inconsistent, especially for more able pupils who are capable of more and pupils working to their maximum.
- The deployment of highly skilled teaching assistants for individual support is always good in ensuring that all pupils are included, completing tasks and making progress in the development of their physical skills. Occasionally, opportunities are missed where teaching assistants could take a more active role in discussing prior learning or using teachers' feedback to support individual pupils even further.
- The procedures for assessing pupils' progress in PE and physical development activities are comprehensive. As a result, teachers have an in-depth knowledge of each pupil's needs. However, assessment information is not collated centrally to secure an overview and monitor pupils' progress across the range of activities during their time at the school. The school makes good use of photographs to record pupils' experiences, and are starting to use this to help pupils evaluate their own performances. The use of video clips to exemplify and evaluate progress in PE is underdeveloped.

### **Quality of the curriculum in PE**

The quality of the PE curriculum is good.

- The curriculum is balanced with a broader range of activities being available as pupils move through the school. Schemes of work have been adapted well to meet the needs of most pupils at the school. The activities in Key Stage 2 are not challenging enough and there has been no monitoring on the impact of changes especially to ensure pupils have continuous learning opportunities. Pupils have good opportunities to learn a range of dance genres including street dance, country, jive and rock. Good links are made between subjects and with physiotherapy sessions where possible to ensure pupils have the best opportunities to progress.
- All pupils have a minimum of two hours planned PE per week with one of the sessions being swimming. The school makes good use of external expertise and coaches to extend pupils opportunities in the curriculum and enrichment activities.
- The enrichment programme is a strength of provision. A good programme of extra-curricular clubs is available throughout the year and pupils have

excellent opportunities to take part in a wealth of outdoor and adventurous activities, such as residential visits, equestrian activities and water-based sports. Good links have been created with local sports clubs and organisations so that pupils experience physical activities as both performer and spectator. They are particularly enthusiastic about the 'Quins' rugby link and being part of the Borough 'Rich Dance' project.

- Pupils have outstanding opportunities to take part in inter-school and external competitions such as the London Youth games and Panathlon challenge. The school has hosted a disability sports camp with pupils extending their skills in activities such as golf, new age Kurling and cycling.

### **Effectiveness of leadership and management in PE**

The effectiveness of leadership and management in PE is good.

- You have an extremely good understanding of the strengths and weaknesses of PE and have set an ambitious direction for further improvement. You have taken temporary responsibility for management of the subject as the school is in the middle of a recruitment process for a new subject leader.
- The previous subject leader has raised the profile of PE well, schemes of work have been revised to meet pupils' needs and the quality of provision has been monitored including lesson observations. Good support has been given to individual teachers including some opportunities for team teaching and observation of subject experts. This has ensured that day-to-day running of PE is smooth and that teachers are confident to deliver PE lessons. However, evaluations and action planning are focused primarily on pupils' experiences rather than their impact on pupils' outcomes and progress and there is no secure overview of pupils' progress over time.
- The previous subject leader has also created extensive links with the school sports partnership to extend opportunities through additional competitions and festivals, outreach work from specialist teachers and/or coaches and professional development for teachers.
- PE has a high profile around the school with numerous displays of pupils' work and extensive resources and equipment for indoor and outdoor activities.

### **Areas for improvement, which we discussed, include:**

- developing the subject leader's role further to:
  - evaluate the impact of provision on pupils' outcomes, including continuity of learning between key stages
  - ensure a secure overview of pupils' progress
- ensuring consistency in the level of challenge for all pupils, especially the more able, and those in Key Stage 2.

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

**Judith Rundle**  
**Her Majesty's Inspector**