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Mr L Floyd
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Dear Mr Floyd

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 21-22 March 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 pupils and staff from school and from local partnerships; scrutiny of documentation; analysis of pupils' reports; and observation of three lessons, two therapy sessions, an after-school activity and an organised lunchtime activity.

The overall effectiveness of PE is outstanding.

Achievement in PE

Achievement in PE is good.

- Pupils make good progress in relation to their individual abilities. Achievement is most marked in Key Stage 4 where they work towards accredited Foundation Level awards in sports leadership. Pupils enjoy their PE a great deal and, as a result, they work hard in lessons and during physical activities in the playground. More able pupils speak warmly about their achievements through the additional activities in the wide and inclusive curriculum. Therapeutic sessions, such as hydrotherapy and multi-sensory stimulus, are used well to promote a sense of self and enjoyment in activity for pupils with profound and multiple learning difficulties.

- The sports leader programme is a prominent feature of school life with pupils throughout the school enrolled on programmes to develop leadership. All pupils currently in Key Stage 4 are working towards the sports leadership Level 1 award.

Quality of teaching in PE

The quality of teaching in PE is good.

- Teachers' good subject knowledge enables them to plan differentiated activities and resources effectively to suit the needs of individual pupils in their class. They set clear learning objectives and targets to ensure that pupils make progress in learning new skills and have high expectations of pupils' participation. However, in some classes, the level of challenge is inconsistent, especially for more able pupils who are capable of more in the evaluation and improvement of performance skills.
- The deployment of skilled teaching assistants for group and individual support is good. This ensures that all pupils are included, completing tasks and making progress in the development of their physical skills. Groups are chosen carefully to reflect the significant range of needs so that individuals are supported well and still have the opportunity to work alongside their peers. At times, teaching assistants are too focused on producing polished performances so pupils are less involved in developing and evaluating their own ideas and limit their involvement to following adults' suggestions.
- 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. Photographs are used to inform assessment and engage pupils in making links to their prior learning.

Quality of the curriculum in PE

The quality of the curriculum in PE is outstanding.

- Pupils are provided with an outstanding curriculum that is very well matched to their needs. It offers a broad range of opportunities that covers all six areas of the National Curriculum. A comprehensive scheme of work is adapted well to meet the full range of needs and abilities. Blocks of work are organised and planned to support pupils' skill development year on year. In addition, short modules of work are planned to broaden the range of sports and activities that pupils experience.
- Opportunities for outdoor and adventurous activities are particularly strong. Several residential trips take place each year so that pupils can experience a broad range of outdoor activities, adapted where appropriate to meet the needs of individuals. Activities are also developed on the school site and in the local community so that pupils of all ages can participate. Large equipment, such as KMX carts and a climbing wall are brought to the school site for pupils to extend their experiences further.
- Swimming is developed throughout the school. Younger pupils develop their water confidence using the school's own splash pool. Hydrotherapy is

used for pupils who benefit from this type of therapy. Older pupils develop their swimming competencies well through working in differentiated small groups with coaches and teachers.

- International residential trips enrich the curriculum and add to the profile of PE and sport in the school. Pupils recently visited the Olympic stadium on a trip to China and taught Chinese pupils sports and games played in the United Kingdom.
- Well-considered activities and games are organised each lunchtime and many pupils take part in these. This was particularly impressive in the larger senior playground because space was much more readily available. Pupils often take the lead in organising sports, such as football and basketball, alongside other games and activities that have been designed to be accessible to a wide range of pupils. A large majority of pupils are meaningfully involved in physical activity during lunchtime.
- All pupils are timetabled for over two hours of PE and physical activity a week as part of the curriculum and most exceed three hours. The school has developed good links with local sports clubs. As a result of this, the profile of sport for disabled people has been improved locally. Several older pupils take part in sport at a local and county level.

Effectiveness of leadership and management in PE

The effectiveness of leadership and management in PE is outstanding.

- Leaders are focused on improving provision with a determined rigour. Self-evaluation is exceptionally accurate and based on a thorough understanding of the PE National Curriculum and the needs of the school community.
- The subject leader inspires colleagues so that PE and school sport has a very high profile around the school. Displays and photographs that celebrate PE and sport abound. Pupils' achievement in PE and sport are displayed and celebrated. Challenges are overcome with a 'can-do' approach. It is this optimistic and problem-solving resolve that has led to the outstanding curriculum.
- Expectations for teaching and learning are high. Weaknesses are tackled effectively. Staff improve their skills through participation in a range of courses and through discussions with the subject leader, who shares her expertise willingly. While some monitoring of teaching takes place, this tends to be limited to the classes where the subject leader team teaches. Other staff would benefit from the opportunity to work alongside the subject leader so that their already good teaching could be improved further, particularly in developing strategies for enabling pupils to evaluate and improve their performance.
- Coaches and managers from partner organisations and local clubs talk passionately about the work of the school in raising the profile of sport for disabled pupils. This has led to coaches developing their skills and confidence in working with pupils with special educational needs and/or

disabilities. Several clubs have been supported in setting up opportunities for more able pupils to take part in activities.

- A new school building is planned which will see the school co-located with a new academy. Planning has been robust to ensure that opportunities for PE and facilities for therapeutic programmes are enhanced so that the school is less reliant on the facilities in other schools.

Areas for improvement, which we discussed, include:

- ensuring that all lessons challenge more able pupils so that they learn to develop their skills through evaluating performance
- providing opportunities for the subject leader to work alongside other teachers so she can provide bespoke training and coaching.

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

Michael Sheridan
Her Majesty's Inspector