

Aviation House
125 Kingsway
London
WC2B 6SE

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



7 October 2011

Mr E Ferguson
Headteacher
Isleworth and Syon School for Boys
Ridgeway Road
Isleworth
TW7 5LJ

Dear Mr Ferguson

Ofsted 2011–12 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 28 and 29 September 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 10 lessons.

The overall effectiveness of PE is outstanding.

Achievement in PE

Achievement in PE is good.

- Comprehensive baseline data confirms that students enter at the start of Year 7 with broadly average skills in PE. Students in Key Stages 3 and 4 make good progress in lessons and those following the GCSE course attain above average standards as a result of well-focused teaching. A small number of students who study PE at both AS and A Level demonstrate good levels of performance in practical and theoretical aspects of study to attain standards in these qualifications that are in line with national averages.
- Students benefit greatly from excellent provision. A growing number of students in both Key Stage 4 and the sixth form attain qualifications in a wide variety of sporting disciplines and accredited courses by following one of five learning pathways in PE. A number of students attain levels of

excellence at representative level and/or academies of sporting excellence. Participation rates in both intra-school and inter-school competitive sport are very high. Consequently, the vast majority of students demonstrate an impressive level of understanding about the benefits of PE and how it contributes towards leading healthy, active lifestyles.

- Attitudes towards PE are outstanding. Relationships between students and adults and students themselves are excellent and behaviour is good. Students speak very highly about the PE staff and value their dedication towards the subject. Personal and social skills are well developed as a result of the planned opportunities for students to demonstrate leadership skills, such as working with younger pupils in local primary schools, through the many events organised by the School Sport Partnership and Extended Services.

Quality of teaching in PE

The quality of teaching in PE is good.

- Teaching and learning are predominantly good or better across the department. All lessons are well managed and most move along at a brisk pace. Resources are used well to support key teaching points. In the outstanding lessons observed, the teachers inspired students by demonstrating very high expectations of performance and secure subject knowledge. For example, the work rate of students following the Young Apprentice in Sport course, to obtain higher levels of fitness through circuit training, was very high.
- The identification of clear learning intentions through detailed lesson planning is a common feature across the department. However, an absence of explicit planning for the more able students is a relative weakness. Insufficient challenge for these students was noted in lessons judged satisfactory, together with slower pace to teaching and missed opportunities for productive small group activity.
- Assessment is good. Teachers use questions well to check the level of students' understanding. Sessions at the end of lessons are used well to assess the progress of students against the intended outcomes. In the best lessons, teachers use brief opportunities to recap progress and set further targets for students to achieve. However, this technique is not evident in all lessons. Data relating to the performance of each individual student are regularly gathered. They are used effectively to monitor the progress of individual students and set targets for further improvement.

Quality of the curriculum in PE

The quality of the curriculum in PE is outstanding.

- Specialist status and strong leadership of the local School Sports Partnership make a significant contribution to overall provision. The curriculum is broad and balanced and includes an extensive range of enrichment activities. Students in all key stages participate in at least two hours of PE and/or sport-related activity per week with many in receipt of

three or more hours depending on their curriculum choices. All students participate in half-termly house tournaments. Many students take part in after-school clubs and play for school teams on Saturday mornings in a range of sports with some notable success in rugby and badminton. Students participate in adventurous activities such as scuba diving and survival training. Many take the opportunity to gain The Duke of Edinburgh's Awards.

- Staff provide high-quality support and guidance to more vulnerable students and those with special educational needs and/or disabilities to facilitate their good progress. All students are encouraged to develop their leadership and coaching skills in sport. This is a significant strength of the school. Students greatly value the opportunity to work with pupils in local primary schools in the many tournaments held throughout the school year. The benefit of these opportunities is reflected in both achievement in PE and the school's extremely positive climate for learning.

Effectiveness of leadership and management in PE

The effectiveness of leadership and management in PE is outstanding.

- Senior leadership and curriculum leaders demonstrate a passion for the development of PE within the school. Teamwork within the department is a strength. Accurate self-evaluation is based on regular monitoring by members of the department and school leaders. Findings, including those from student surveys, are analysed carefully and used effectively to support improvement planning for PE and to improve students' outcomes further.
- Good partnerships have been established with a local hockey club, tennis club and professional football and rugby clubs to provide opportunities for those students who are gifted and talented in PE. The quality and range of resources for PE are good with some outstanding facilities for athletics available at an adjacent site. Outdoor areas of grass and other artificial surfaces are used efficiently to provide pitches for football, rugby and cricket. These are fully complemented by a well-resourced sports hall, gymnasium and small weights room.

Areas for improvement, which we discussed, include:

- increasing levels of student achievement further by ensuring that the needs of the more able students are always fully met in lessons
- ensuring that all teaching is at least good or better in all lessons.

I hope that these observations are useful as you continue to develop PE in the school.

As 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. A copy of this letter is also being sent to your local authority.

Yours sincerely

Philip Mann
Her Majesty's Inspector