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Mr M Fleetwood  
Principal  
Temple Moor High School Science College  
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Dear Mr Fleetwood

**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 23 and 24 November 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 parts of 11 lessons and extra-curricular activities.

The overall effectiveness of PE is outstanding.

**Achievement in PE**

Achievement in PE is good.

- Students make good and at times outstanding progress to attain above average standards by the end of Key Stage 3. Standards are especially high in dance and rugby because students build upon the good grounding they receive in lessons by attending extra-curricular clubs. Some more able and talented students attain regional and national standards.
- Students enjoy PE and participation rates are high. They learn how to lead a healthy, active lifestyle through strong links between PE and personal, social and health education. The school has achieved the advanced Healthy Schools award. Regular leadership opportunities help students to gain self-confidence and lead sports activities in primary school festivals.

- Standards in Key Stage 4 are above average but are higher for boys than girls. The recent prolonged loss of indoor facilities has affected the progress and engagement of a small minority of girls. However, an improved curriculum and changes to the kit policy mean this gap is reducing quickly. Attainment in BTEC Sport courses in Key Stage 4 and in the sixth form is consistently high, including the proportion of students achieving the highest grades.

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

The quality of teaching in PE is outstanding.

- Teachers set a very good example to students; their high expectations are reflected in students' very good behaviour and attitudes. Relationships are exceptional; students feel very well supported and say that teachers make lessons fun, show them respect and care about them. Work is well matched to students' abilities and includes a good variety of tasks taught through interactive, practical lessons. This ensures that they remain engaged and challenged and that learning moves at a brisk pace.
- On the very few occasions when teaching is less effective, there is too much waiting time, which results in a small minority of students becoming less engaged and making slower progress. Information and communication technology (ICT) is used regularly in BTEC theory lessons and at times in core PE lessons to support students in analysing their performance.
- The exceptional assessment practice in the department is being disseminated across the school. Systematic checking of learning, through consistently high-quality feedback and probing use of questioning helps students to understand and improve their learning. A strong emphasis on evaluating and improving performance and on leadership is producing highly effective independent learners, capable of setting their own personal targets. They show in-depth knowledge, flair and imagination when creating dance routines or formulating rugby league tactics.

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

The quality of the curriculum in PE is good.

- The curriculum is inclusive and well matched to students' needs including a group of students with severe special educational needs and/or disabilities. Their individualised programmes include hydrotherapy, physiotherapy and rebound therapy alongside a range of adapted mainstream PE activities, which is often led by sixth form sports leaders.
- All students have access to at least two hours of PE and school sport each week. A good blend of traditional and modern activities is well informed by recent subject developments. The core programme is evolving to take advantage of the school's excellent new sports facilities. The majority of students participate in a broad range of intra and extra-curricular activities.

- Schemes of work contain sufficient depth to allow students to achieve high standards and learn how to transfer skills across different sporting contexts. All students gain a leadership award. The recent reintroduction of GCSE and A-level sports studies delivered in partnership with a neighbouring school enables students to pursue a wide range of accredited awards in PE.
- The school is committed to sustaining its own School Sport Partnership and employs dedicated staff to continue to improve the already strong links with feeder primary schools and the community.

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

The effectiveness of leadership and management in PE is outstanding.

- The faculty leader leads a highly motivated, united and talented team that is having an increasing impact on raising whole-school achievement. As a result of highly effective monitoring and evaluation, the faculty leader knows the department very well. Monitoring includes frequent lesson observations, work scrutiny, analysis of data and regular reviews which informs well-targeted plans for improvement.
- Regular and relevant professional development has improved the quality of teaching, learning and assessment. The faculty leader provides subject training to other schools in the area. The department's track record of maintaining standards throughout a prolonged period without facilities, then rapidly improving standards, indicates an outstanding capacity to improve further.

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

- raising girls' engagement and achievement so that standards achieved are similar to that of boys by the end of Key Stage 4
- increasing the use of ICT to support students in evaluating and improving performance.

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.

Yours sincerely

**Geoff Sheldon**  
**Additional Inspector**