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Mr M Bullough  
Headteacher  
The Hayling College  
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Dear Mr Bullough

**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 11 and 12 January 2012 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; and observation of eight lessons and extra-curricular activities.

The overall effectiveness of PE is good with outstanding leadership.

**Achievement in PE**

Achievement in PE is good.

- Students make rapid progress in Key Stage 3 from low starting points and attain well in a range of activities, particularly team games and in their observation and evaluation skills. The rate of progress in Key Stage 4 slows slightly although most make good progress over time. Attainment in examination classes has been below the national average. Work seen in lessons and school data show an improving trend and the gap is closing quickly. Most students are on target to attain or exceed national averages. Attainment and progress in dance are above national expectations. However, few students attain A\* or A grades in PE or dance.
- Students explore and improve their work independently, they persevere to improve and their behaviour is exemplary. They understand how to lead a

healthy lifestyle and most sustain high levels of physical activity in lessons and extra-curricular activities. All students spoken to are enthusiastic about the subject, reflected in high levels of participation and enjoyment. They demonstrate good collaboration, communication and care with each other and with staff.

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

The quality of teaching in PE is good.

- Students make good progress and achieve well because of the quality of teaching. The inclusion of all students is a strength and many students with special educational needs and/or disabilities make rapid progress as a result of individualised support programmes. A learning support assistant provides good support to individuals and small groups in lessons. All staff are excellent role models. They have very high expectations which students respond to positively. Relationships between staff and students are excellent creating an atmosphere of mutual respect with the result that students are prepared to take risks in their learning.
- Most staff have excellent subject knowledge and use it extremely well to question and extend students' knowledge and understanding of the subject. A good range of tasks and resources ensures that students are motivated and focused on achieving. In the most successful lessons, mini-plenary sessions are used well and work is adapted well to meet the full range of students' abilities and needs. The pace of lessons is good overall. Occasionally, there is too much teacher-talk; students become inactive and the rate of learning slows. Good use is made of information and communication technology, particularly for the analysis of movement. The school's electronic 'moodle' system is excellent for supporting students' independent learning.
- All teachers use observation and feedback effectively. Thorough assessment and monitoring procedures and good student-friendly level descriptors are in place. However, the use of in-depth feedback and purposeful praise to individual students and reference to level descriptors so that all students understand their next steps in learning are inconsistent.

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

The quality of the curriculum in PE is good.

- The curriculum offers a good range of experiences and opportunities and is adapted each year to meet the needs and interests of different age groups. Students particularly appreciate the opportunity to select different activities in Key Stage 4. The curriculum has been broadened effectively this year with the introduction of BTEC PE, examination classes starting in Year 9 and rock-climbing for all age groups. Schemes of work support learning well, although opportunities to introduce the basic terminology of anatomy and physiology earlier are missed. All students access the

expected two hours of curriculum PE in Years 7 and 8 although this drops just below that for Years 9, 10 and 11.

- The take-up of extra-curricular and intra-house sporting activities is high and the federation with other local schools enables a broad range of competitive opportunities. Good links are created with local sports clubs to ensure that students remain active outside school. A targeted group of students benefit greatly from the 'Be active, Stay healthy' programme through their participation in non-traditional activities.

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

The effectiveness of leadership and management in PE is outstanding.

- A strong leadership team inspires high levels of commitment and confidence among other staff and students. Staff work closely together to provide the best opportunities for students and to help them achieve success. The head of department has excellent knowledge and understanding of the strengths and areas for development because of robust monitoring and evaluation. A strong and unique aspect of this is the student voice group which also observes lessons and provides insightful feedback that leads to positive changes. Good professional development and sharing of best practice is leading to greater consistency and more outstanding teaching. Comprehensive monitoring systems enable staff to identify and rectify quickly any underachievement by students and are leading to more ambitious targets. However, data are not always summarised to identify progress in different classes and hold staff to account.
- PE has a high profile around the school with displays in prominent positions. The school's use of the Olympic values, staff and student pledges to be active and wristband rewards are raising further the awareness and understanding of being healthy. It also raising students' self-esteem, confidence and care of each other.

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

- ensuring consistency in the use of assessment and level descriptors so that all students know how well they are doing, how to improve and more easily identify their own next steps in learning
- ensuring that data are summarised, analysed and used to identify gaps in students' knowledge and to hold staff to account for students' progress.

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

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