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Mr P Grant
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Dear Mr Grant

Ofsted survey inspection programme – Physical Education.

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 17 and 18 October 2006 to look at work in Physical Education (PE).

As outlined in my initial letter, as well as looking at key areas of PE, the visit had a particular focus on the Physical Education School Sport and Club Links (PESSCL) strategy.

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. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: interviews with staff, pupils and the school sports coordinator (SSCo), scrutiny of relevant documentation, analysis of pupils' work and observation of four lessons.

The overall effectiveness of PE was judged to be outstanding.

Achievement and standards

Achievement and standards are outstanding.

- Attainment at the end of Key Stage 3 is above national average. Year 9 boys demonstrate well-developed handling skills in rugby and know how to plan and apply attacking strategies to score. In netball, girls send and receive with accuracy and consistency. They can work

independently in small groups to plan and rehearse complex tactics before applying them in a game.

- In Key stage 4 the standards achieved in boys' rugby, girls' netball and gymnastics are outstanding. GCSE PE results dipped slightly this year but remained well above average with over two thirds achieving at least a C grade and all pupils achieving a pass.
- The standard of PE kit is excellent; attitudes and behaviour are outstanding and participation in lessons and extra-curricular sport is exceptionally high.

Quality of teaching and learning of subject

The quality of teaching and learning is outstanding.

- Teaching is well planned so groups of pupils with similar ability levels make at least good progress and achieve well.
- Learning is highly effective because teachers and coaches set high expectations and share exceptionally good relationships with pupils, consequently pupils behave very well and respond positively in lessons.
- Teaching in GCSE PE is exceptionally good, pupils work independently for extended periods of time and produce high quality coursework.
- Assessment procedures in Key Stage 3 help pupils to understand what National Curriculum level they are working at and what they need to do to improve. Procedures are less well developed in Key stage 4.

Quality of the curriculum

The quality of the curriculum is good.

- Pupils exceed the PESSCL target for a minimum of two hours PE and sport in Key Stage 3. The majority of pupils in Key Stage 4 participate in more than two hours of curriculum and enrichment activities but the school does not maintain an accurate record of this.
- An outstanding programme of extra-curricular sport accommodates large numbers of pupils and generates exceptionally high levels of performance.
- Opportunities for vocational learning in sport, including leadership for 14 to 19 year olds are insufficient.

Leadership and management of subject

Leadership and management are outstanding.

- Excellent leadership by a director of sport and a head of PE has developed a highly effective team of teachers and coaches who share a corporate willingness to provide the very best opportunities for young people.

- Outstanding management of coaches deployed within and beyond the curriculum contributes directly to the high standards achieved in rugby and gymnastics.
- Self evaluation is accurate but its links with the department's improvement plan are not clearly defined.

The impact of the PESSCL national strategy

The PESSCL national strategy is having a good impact on improving the quality of provision in PE and school sport in the family of primary schools but is having minimal impact on provision in this school.

- The SS Co assigned to Robert Clack school for two days per week is enhancing PE and sport in primary feeder schools by improving the PE curriculum and engaging more sports coaches and parents to help develop after-school sports clubs.
- The school has not maximised the potential of the school sports partnership or the local sports college to complement and enhance existing provision.
- Partnership working is excellent but limited use is made of the PESSCL strategy to enhance provision.

Inclusion

The majority of pupils make very good progress in PE.

- Those with specific needs are identified early and given additional support in lessons from teaching assistants and additional teachers.
- Many pupils who have learning difficulties or disabilities or a statement of special educational need have full access to the PE curriculum and many represent the school in competitive sport.
- Pupils from minority ethnic backgrounds are fully integrated into PE and extra curricular sport.
- More able pupils, including those identified as gifted and talented excel in a range of team games and gymnastics.

Areas for improvement, which we discussed, included:

- increase the opportunities for vocational learning in sport, including leadership for 14 to 19 year olds
- ensure that the areas for development identified through the department's self-evaluation are prioritised in the subject development plan.

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

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

John Mitcheson
Her Majesty's Inspector