

Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404040
F 0207 421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



13 November 2008

Ms L Churton
Headteacher
Knottingley High School and Sports College
Middle Lane
Knottingley
West Yorkshire
WF11 0BZ

Dear Ms Churton

Ofsted survey inspection programme – Physical Education

Thank you for your hospitality and cooperation, and that of your staff, during my visit on 08 and 09 October 2008 to look at work in physical education (PE).

As outlined in my initial letter, as well as looking at key areas of the subject, the visit had a particular focus on assessing the PE contribution to the outcomes of Every Child Matters (ECM), particularly 'being healthy'.

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 the impact of specialist sports status, interviews with staff and learners, scrutiny of relevant documentation, analysis of Students' work and observation of ten lessons and extra-curricular activities.

The overall effectiveness of physical education was judged to be satisfactory.

Achievement and standards

Achievement is satisfactory overall.

- Students achieve well in Business and Technology Education Council (BTEC) First courses at Certificate and Diploma level and most exceed their challenging targets. The numbers of Students taking BTEC courses is increasing rapidly especially for girls so that more than one third of Students are taking either a BTEC course and/or a GCSE Sports Studies course.

- Results in GCSE are below the national average although in 2008 most Students exceeded their challenging targets. The GCSE course is taught during core PE time and has less taught time than most other GCSE courses taught in the school.
- The school is exceeding its specialist college targets for success in examinations at Key Stage 4.
- Students in Key Stage 3 make satisfactory progress. Students show strengths in the performance of games such as football and netball.
- Students in Year 9 and Key Stage 4 demonstrate good leadership skills taking on coaching roles with increasing confidence.
- A significant minority of Students do not regularly attend PE lessons because of the timing of lessons, as indicated in the curriculum section. Consequently the progress and achievement of these Students is adversely affected.
- Students' personal development and well-being are satisfactory.

Quality of teaching and learning of PE

The quality of teaching and learning is good.

- Most of the teaching is good and some is outstanding. Relationships between staff and Students are positive and Students' behaviour is well managed.
- Lessons are well planned; tasks build on Students' prior learning and are well matched to Students' different levels of ability. Tasks are varied, relevant and interesting so that Students are fully engaged in learning.
- Lessons are purposeful and learning takes place at a good pace. Students are clear of what will be learned and are fully involved in assessing their own and others' learning. Occasionally the success criteria used to help Students to assess their own and others' work are too general and they do not help students to identify useful areas for improvement.
- Students receive very helpful guidance from staff on how to improve their work both in practical and theory work.
- The teaching of the theory elements of accredited courses is especially successful where more practical activities are being used to demonstrate complex concepts. The innovative approaches to assessment in the BTEC First in Sport Courses are helping students to achieve well.
- PE staff are working effectively alongside other staff across the school to develop and improve the effectiveness of learning and teaching in the school as a whole.

Quality of the curriculum

The curriculum is inadequately timetabled but has several good features.

- PE lessons are currently timetabled between 2.00pm until 4.30pm each day for a different year group, a time when the rest of the school has finished lessons. This has resulted in unsatisfactory attendance for a

minority of Students and is a significant barrier to good achievement. The school has recognised this and there are plans to include PE as part of the normal school day from next year.

- A good range of accreditation is offered to Students enabling them to achieve well in BTEC and leadership courses.
- The planned curriculum for core PE provides a well balanced programme of learning that takes account of the learning expected in the new National Curriculum. Schemes of work are being developed to support the overall plan.
- Currently schemes of work do not give enough emphasis to developing Students' understanding of how exercise and physical activity can contribute to health and fitness.
- A wide range of extra-curricular activities is offered to Students at lunchtimes. A much higher proportion of boys than girls take part in these activities.
- Students with learning difficulties and/or disabilities do not always get the support they need in PE lessons.
- Gifted and talented Students are well provided for and achieve well in accredited courses and through the programme of extra-curricular activities and inter-school sport.

Leadership and management of PE

The quality of leadership and management is good.

- Leaders have an accurate understanding of the subject's strengths and weaknesses because the provision and outcomes are monitored closely. Learning and teaching are observed regularly, Students' work is scrutinised and Students are consulted.
- Well focused professional development takes place and sharing of best practice in learning and teaching is a regular feature of the departments' work helping to improve the quality of learning and teaching.
- Leaders are very aware of the need to improve attendance to lessons and they have rigorously sought to make improvements.
- PE as a specialist subject is well managed and is making a good contribution to provision within the school helping to improve the overall quality of learning and teaching.
- Funding associated with specialist status for PE has brought additional staffing, resources for information communication technology (ICT) and an extensive programme of work with primary schools which is helping to raise standards of PE.
- The capacity of the department to improve further is good.

Subject issue - PE contribution to the outcomes of ECM particularly being healthy

- Students taking accredited courses and those attending PE lessons enjoy physical education.
- Most develop a secure understanding of how to stay safe in PE, though this is more secure for those following accredited courses.

- Attendance at PE lessons is unsatisfactory although it has improved by 15% for Year 11 Students this term because of adjustments made to the timetable.
- Students taking accredited courses have a good understanding of how to stay healthy and fit. Others are less secure in their understanding of how exercise can contribute to staying healthy.
- Students make a good contribution to the local community. Many use their leadership skills to work effectively with primary age students.
- Students are well prepared for their futures. They work co-operatively in groups and pairs to plan activity and solve problems.

Areas for improvement, which we discussed, included:

- improving attendance at PE lessons
- increasing the proportion of girls taking part in extra-curricular activities
- ensuring that all Students gain a fuller understanding of how exercise and sport can contribute to a healthy lifestyle
- ensuring that Students with learning difficulties and/or disabilities get the support they need in PE lessons.

I hope these observations are useful as you continue to develop physical education 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 the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Gillian Salter-Smith
Additional Inspector