

Alexandra House  
33 Kingsway  
London  
WC2B 6SE

T 08456 404040  
F 020 7421 685  
enquiries@ofsted.gov.uk  
www.ofsted.gov.uk



21 April 2009

Mr Melvin  
Headteacher  
King Edward VII Science and Sport  
College  
Warren Hills Road  
Coalville  
Leicestershire  
LE67 4UW

Dear Mr Melvin

### Ofsted survey inspection programme – Physical Education

Thank you for your hospitality and cooperation, and that of your staff, during my visit 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 colleges but the individual colleges 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 discussions with key staff and students, scrutiny of documentation and observations of seven lessons and college clubs. I also evaluated the quality of PE facilities and resources.

The overall effectiveness of PE was judged to be satisfactory, with a number of good aspects. The quality of PE provision is on an upward trajectory, but the impact of recent strategies and new management is not yet fully evident.

### Achievement and standards

Achievement is satisfactory overall and students reach average standards.

- From an average starting point on entry to the college, attainment at the end of Key Stage 4 is lower than the national average, particularly for girls. A small cohort of students continues with A level PE and achieve average results. Lesson observations indicate improving rates of progress. In 2008 the college won a county title in badminton and individual students have gained county and national honours in a range

of sports, some of them non traditional such as kickboxing, archery and judo.

- The faculty does not currently measure the progress and attainment of students in core Key Stage 4 PE. Sports College targets for GCSE PE were missed last year, but scrutiny of current BTEC and GCSE students' work and monitoring data reveals they are mostly on track to reach their targets. Students' progress against the four core strands of the PE National Curriculum is satisfactory.
- Students' personal development through PE is good. They work well in teams; independently and confidently assume leadership roles. Participation rates in lessons and in extra curricular activities are high and attitudes to learning are positive. Students' self esteem is high, boosted by regular praise and positive feedback from staff, including celebration of their successes.

### Quality of teaching and learning of PE

Teaching and learning in the lessons observed was good overall.

- Most students were making good progress towards the individual lesson objectives due to predominantly good teaching and students' positive attitudes to learning. Expert and enthusiastic staff frame learning in a practical and interactive context, which captures students' interest and makes learning enjoyable. However the impact of teaching is not yet fully reflected in students' attainment or improved rates of achievement relative to students' targets.
- The best teaching unpicks complex strategies and concepts by using everyday analogies. Learning is most effective when sessions are progressively challenging, encourage students to be creative and give them some responsibility for their own learning. Learning is made more accessible through a range of approaches that allow students to learn independently and work cooperatively with their peers. Clear objectives, the 'can do' learning culture created, excellent support and guidance and frequent positive feedback inspires confidence and give students a firm foundation from which to make effective progress. This is reinforced by strong student-staff relationships.
- Less successful aspects of teaching included some inconsistency in the degree of challenge and match of work to students' needs in lessons. On occasion students were not actively engaged and there was not an appropriate emphasis on the quality, precision and control of skill development. Similarly, valuable time is sometimes lost at the start of lessons when all students do not arrive promptly or take a long time to get into their PE kit.
- Assessment practice, although broadly satisfactory, requires further development. Recently, students have been streamed by ability following an initial assessment test. In core PE, parents receive written feedback on their child's progress, although this is not set against national averages. Consequently, students have a limited sense of their achievement during the key stage. There is some peer and self assessment but this was not an integral part of all lessons. Assessment procedures for exam cohorts are sound.

## Quality of the curriculum

Curriculum provision is good and well matched to students' needs and interests. It is evolving and importantly draws on students views of content.

- During Year 10 students study an aesthetic and game activity in depth, as well as a fitness component, with additional subsidiary options that meet their needs and interests. In Year 11 they opt for one of five pathways linked to their specific interests. Recently the college has introduced two hours of core PE in line with government recommendations.
- Key Stage 4 students can opt for GCSE PE, gain officiating and coaching experience through the step into sport programme and for the first time take the BTEC first certificate in sport.
- In the sixth form, A level PE is offered alongside the BTEC national diploma in sport giving students the choice of a traditional academic or more vocational route. There is an enrichment afternoon for students, but it is set against other lessons, so not all students can take advantage of it.
- A broad extra curricular and enrichment programme supplements high quality core provision. Primary, high college and club links are also strong and support transition well. For example the partner high colleges now deliver a pre GCSE and BTEC course in Year 9. There is an inclusive ethos both inside and outside of the curriculum and provision for students with additional needs is a good aspect of the departments work. The college also run inter form competitions, a sports day at Loughborough University and a series of residential trips.
- Schemes of work are sound overall and the college's arrangements to promote inclusion through PE are good. There is an excellent emphasis on widening participation, alongside elite performance and competition. Staff embrace the concept of equality of opportunity and have introduced a range of non traditional activities, including ultimate frisbee, Gaelic football, yoga, cheer leading and American football.
- Greater personalisation of the curriculum has seen significant improvements in participation rates and behaviour, particularly among girls. The 'GOLD' group, which promotes active lifestyles among disaffected girls, is also proving popular. The college has a good range of PE facilities, which support curriculum delivery well.

## Leadership and management of PE

Despite major turbulence, which has seen three heads of faculty in three years, the impact of current leadership and management is good overall.

- The new head of faculty is committed to securing the best possible PE experience for students. He is well supported by a team of hardworking and ambitious PE staff. Good collaboration between them and senior management ensures the faculty operates smoothly on a day-to-day basis. Students are well supported and benefit from good intervention procedures, particularly those at risk of not meeting their targets. PE has a high profile across the college and students thoroughly enjoy it.

- Strategic planning is sound and although the impact on outcomes for students is not yet fully evident in examination results, there is evidence of impact in the improving quality of provision. The available accommodation and resources are deployed well.
- Monitoring and assessment of the effectiveness of provision is giving managers a more realistic view of strengths and areas for development with some previously identified shortcomings having been successfully tackled.
- Appropriate training for faculty staff keeps them up to date with current thinking and developments in the subject. The department has the capacity to deliver further improvements evidenced by the enhanced curriculum, improvements in the quality of teaching and learning and rising standards at GCSE and A level.
- The impact of specialist sports college status has been wide ranging. Within the college there are stronger links with science, who will deliver aspects of the BTEC and A level courses in the future. Participation in PE has increased significantly and the range of opportunities available to college and partner students has been significantly enhanced. Collaboration on curriculum planning and assessment as well as more training and development is particularly appreciated by partner primary colleges whose staff are non PE specialists. The college has also supported its 'partner high colleges' successful application for sports college status.

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

- PE makes a good contribution to the development of ECM outcomes. Students speak confidently about the benefits of leading healthy and active lifestyles and participate enthusiastically in the wide ranging programme available. Students obviously enjoy lessons and this is reflected in their good behaviour and high participation rates. Although standards attained are broadly satisfactory, they are making good progress in individual lessons. Staff get to know students really well through their involvement in the core and extra curricular programmes and this facilitates effective promotion of their social and emotional well-being.
- Involvement in PE enables pupils to develop their confidence and important life skills such as team working, resilience, evaluative qualities and effective communication. They participate in wider college life by representing the college and assuming leadership roles. Students acquire a sound grasp of safe practice for themselves and others during PE lessons.

Areas for improvement, which we discussed, included:

- raising standards in the faculty, particularly among girls in GCSE PE
- giving students a clear notion of their achievement and attainment in PE during core Key Stage 4 work
- removing the inconsistency in the quality of teaching and learning
- increasing the numbers of students opting for A Level PE and the BTEC
- ensuring all sixth form students can participate in enrichment activities.

I hope my observations are useful as you work to develop PE in the college. A copy of this letter will be sent to your local authority. It will also be available to the team for your next institutional inspection.

Yours sincerely

John Young  
Her Majesty's Inspector