

Aviation House
125 Kingsway
London
WC2B 6SE

T 0300 123 1231
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



20 May 2010

Dr R Steward
Headteacher
The Woodroffe School
Uplyme Road
Lyme Regis
Dorset
DT7 3LX

Dear Dr Steward

Ofsted 2010-11 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 May 2010 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.

The evidence used to inform the judgements included interviews with staff and students, scrutiny of relevant documentation, analysis of students' work, and observation of nine parts of lessons and extra-curricular activities.

The overall effectiveness of PE is good.

Achievement in PE

Achievement in PE is good.

- In recent years, attainment has been slightly above average by the end of Key Stage 3 and in examination courses. However, the numbers attaining the higher A grades is more variable. Work seen in lessons indicates good standards in students' physical skills and understanding of the subject. A number of school teams and individual students attain high levels of success in a broad range of activities. For example, teams in badminton, basketball and netball are area champions and individuals are successful in swimming, gymnastics and disability cricket.
- Progress is good overall and better when staff consistently challenge students' verbal and physical responses. Students with special educational needs and/or disabilities are fully included in lessons and make the same progress as others in the class. Gifted and talented students have good

opportunities to extend their skills through ability grouping and by taking a variety of roles in lessons, including teaching their peers.

- The school has given high priority to developing students' understanding of healthy lifestyles. As a result, students have excellent knowledge and understanding of how food and physical activity contribute to this and they make positive choices to maintain a healthy lifestyle.
- Students' personal development through PE is a strength. They have outstanding opportunities to take leadership qualifications and leadership roles in lessons and extra-curricular activities. For example, sports leaders organise and run the inter-form competitions and work with younger students and local primary school pupils. Students collaborate well in lessons to complete tasks. All students spoken to during the visit are very positive about the subject. Participation rates are exceptionally high and behaviour is exemplary. Relationships between staff and students are excellent and an ethos of mutual respect is palpable.

Quality of teaching in PE

The quality of teaching in PE is good.

- Teachers have extremely good subject knowledge that they generally use well to demonstrate expectations and to extend and challenge students' thinking skills. Successful examples of challenging questioning were seen in A level and Year 7 food and health lessons which others would benefit from observing. However, this is inconsistent across the department. At times, opportunities were missed to extend students' responses fully to elicit more in-depth answers.
- A good range of activities and resources, combined with a swift transition between activities, engages and motivates students. The vast majority of lessons are planned well to meet the range of different needs and abilities in a class. Assessment data are not used consistently to plan future work so work is sometimes too easy or there is too much teacher input and not enough opportunity for students to use their previous learning.
- A good range of assessment for learning strategies is used across the department. Teachers observe and intervene skilfully to bring about improvements. Students have good opportunities to observe, evaluate and feed back to improve each other's work.
- Students in Key Stage 3 know their National Curriculum levels of attainment and the next steps in their learning. However, they are not consistently involved in assessing their own progress by the end of a unit of work. Students' work in core Key Stage 4 PE is not formally assessed and recorded; the department has trialled the use of GCSE criteria but rejected it because it did not meet their students' needs.

Quality of the curriculum in PE

The quality of the PE curriculum is good with outstanding features.

- All students in Key Stages 3 and 4 receive the Government expectation of at least two hours of PE each week, and many exceed this. Year 12 students have a compulsory PE session each week and many sixth-form students use the facilities at other times to maintain healthy lifestyles. The fitness room and spin sessions at lunchtimes are particularly popular with older students. The school sports coordinator records those attending extra-curricular and enrichment activities and plans to increase monitoring specifically of those not attaining the expectation of five hours PE and school sport each week.
- The Key Stage 3 programme has been adapted to meet the new National Curriculum expectations and key processes are embedded well into schemes of work and lessons. The curriculum is dominated by traditional team game activities, although the department has started to broaden opportunities through the introduction of dance. Older students have limited opportunities to access aesthetic activities.
- The school has an innovative food and health programme in Years 7 and 8, delivered through PE, as part of a revised whole-school curriculum. Students learn about healthy food and how this impacts on their ability to be physically active. Students are enthused by the sessions and this contributes significantly to their understanding of leading an active and healthy lifestyle. The combination of these changes has yet to impact fully on students' outcomes.
- The extra-curricular and enrichment programme is outstanding and offers a broader range of activities than the curriculum. The range of outdoor and adventurous activities is extensive through participation in Ten Tors; Gig racing; sailing and other water sports; skiing; participation in the Duke of Edinburgh award; and the combined cadet force. Students have a wealth of opportunities to take part in competitive and non-competitive activities. They are particularly enthusiastic about the inter-form competitions and sports day. Use of the fitness room is popular; the department responded positively to requests and now includes girls only sessions.

Effectiveness of leadership and management in PE

The effectiveness of leadership and management in PE is satisfactory with good features.

- Subject leaders have a good understanding of the department's work. However, the monitoring, analysis and evaluation of students' achievements and provision are not sufficiently thorough to ensure the quality and effectiveness of the department and to lead to further improvements. Equally, development planning is not focused sufficiently on improving student outcomes.
- The department runs smoothly on a day-to-day basis and staff work well as a team to find opportunities that enable students to achieve their best. Good links are created with other teachers and local sports clubs to extend opportunities.

- Students have some opportunities to feed back on provision. The department has responded positively to feedback and changes have been made as a result.
- PE has a high profile in the school. The school sports partnership has had a positive impact on increasing leadership qualifications and opportunities to work with external experts, for example in dance, cricket and volleyball.

Areas for improvement, which we discussed, include:

- undertaking more rigorous monitoring, analysis and evaluation of students' achievement and provision to ensure its quality and effectiveness
- using the outcomes of monitoring to improve the consistency of provision and raise standards further
- extending assessment procedures to Key Stage 4 and including more opportunities for students to assess their own progress.

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

As I explained previously, a copy of this letter will be sent to your local authority and will be published on the Ofsted website under the URN for your school. It will also be available to the team for your next institutional inspection.

Yours sincerely

Judith Rundle
Her Majesty's Inspector