

Alexandra House  
33 Kingsway  
London  
WC2B 6SE

T 08456 404040  
F 020 7421 6855  
enquiries@ofsted.gov.uk  
www.ofsted.gov.uk



15 October 2008

Ms J Ward  
Headteacher  
Bemrose Community School  
Uttoxeter New Road  
Derby  
DE22 3HU

Dear Ms Ward

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 of 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 interviews with staff and learners, scrutiny of relevant documentation, analysis of students' work and observation of seven lessons.

The overall effectiveness of physical education was judged to be satisfactory

Achievement and standards

Achievement in PE is satisfactory.

- Standards at the end of Key Stage 3 and Key Stage 4 are below the national expectation. This confirms the judgements in teacher assessment data and in the 2007 GCSE examination results. A very small number of students achieve standards above the expectation.
- Achievement is satisfactory overall because at the time of entry to the school standards are exceptionally low and a significant number of students do not receive the benefit of continuous education across Key Stages 3 and 4.
- In 2007 the number of students achieving GCSE A\* to C grades was well below the national average for PE and the school average for all

subjects. The performance of boys was higher than that of girls, a trend that is reflected in the un-validated data for 2008 and in 'core' lessons observed during the inspection.

- Students learn to evaluate performance satisfactorily and know how to warm themselves up. They appreciate the importance of health and fitness and their knowledge and understanding is developing.
- Performance techniques and body management skills are variable. They were good in a small-sided basketball game and in reacting to visual and musical stimuli using dance mats. They were much weaker when linking simple balances in gymnastics sequences and when passing and catching in netball.
- PE makes a good contribution to students' personal development. Most say they enjoy PE. They have positive attitudes towards the subject. Participation levels are high and behaviour is good. Students with individual education plans are particularly well supported and make good progress.

### Quality of teaching and learning

The quality of teaching and learning is good.

- The quality of teaching ensures learning is satisfactory in all lessons. The progress made by boys is quicker than that of girls and this is reflected in the higher standards they achieve. Where learning is less effective, it is usually because students are not provided with the technical knowledge and small steps in progression that lead to the desired outcomes.
- In all lessons relationships between staff and students are very positive. Students appreciate the approachability of teachers and welcome the help they receive.
- The common format for planning is good. It identifies clear objectives, supports the development of cross curricular literacy, numeracy, other core skills and has clear learning outcomes. In a minority of lessons the focus for learning is too wide.
- The additional support offered by classroom assistants for students with specific learning difficulties is a particular strength.
- All students are aware of the level at which they are working and have some knowledge of what they must do to make further progress. Students following examination courses have challenging targets and progress is assessed regularly and accurately. The tracking system is very detailed and informative but it is not being used by all teachers to focus their planning.
- Teachers' secure subject knowledge ensures demonstrations are purposefully used to identify strengths in performance and explain where further progress can be achieved. Video evidence is used effectively to support students' self-evaluation of their work. Occasionally subject knowledge is weaker and this results in students not achieving the level of progress of which they are capable.

## Quality of the curriculum

The quality of the curriculum is good.

- Time allocation for PE in each key stage meets the government expectation of two hours curriculum time. The school has acted quickly to update and modify schemes of work and to introduce more flexibility in line with new National Curriculum requirements.
- The present programme does not offer boys and girls equal access to the range and content of the curriculum.
- There is a wider range of activities in the curriculum as a result of the work of the school sport co-ordinator. Provision includes opportunities to gain accreditation in The Junior Sports Leader and Sport Leader UK Level 1 courses. Some of the courses have had lower than the anticipated uptake making their sustainability difficult.
- The National Certificate of Sport course includes a broad range of learning opportunities and accreditation well suited to the needs of many students. Those involved say they particularly enjoy this course.
- Provision for gifted and talented students is very good. The policy identifies students with cognitive and leadership strengths as well as physical talents. Each student has a mentor and individual plan that includes strategies for meeting specific targets.
- A suitable range of competitive and non-competitive extra-curricular activities are available before, during and after school. The number of girls accessing these activities is lower than boys.
- There is no data to show the percentage of students meeting the government target of five hours physical activity each week.
- Post-16 students are well provided for. They enjoy the range of activities offered and would like more. They especially enjoy residential experiences and opportunities to travel.

## Leadership and management of PE

The quality of leadership and management in PE is good.

- The acting subject leader is committed to improving standards and raising the profile of the subject in the school. He has quickly accepted the challenges that increased responsibility affords and has worked very effectively to ensure continuity in learning is maintained.
- Self-evaluation of attainment and provision is mostly accurate. The system used for tracking progress from a clear baseline at the time of entry to the school, is outstanding. The data for students following accredited courses in Key Stage 4 has been analysed and used to identify strengths and areas for further development. The information is helping to inform the main priorities in the subject development plan. In Key Stage 3, the National Curriculum levels allocated are not moderated across the department.
- The acting subject leader has had good support from the senior management team. There is good capacity for further improvement.

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

PE makes a good contribution to the outcomes of ECM.

- Teachers have been very successful in ensuring everyone participates and that almost all students enjoy their PE lessons. Students work cooperatively in groups and listen attentively to the input from peers.
- Students recognise the importance of participation in physical activity now and in later life. Sixth form students stressed the importance of everyone doing some physical activity as part of the regular school curriculum.
- Students in Key Stage 4 lead warm ups that involve aerobic and stretching activities, but sometimes the exercises lack quality and rigour.
- Health and fitness have a specific focus within the outdoor and adventurous activity units of work that are taught across Key Stage 3.
- Leadership opportunities for students provide additional qualifications that will assist with wider career opportunities and possible future employment. Those participating have gained valuable practical experience through their work in primary schools. At present too few students are benefiting from participation in these programmes.
- The department is very good at promoting positive relationships, in developing confidence and in rewarding successes.

Areas for improvement, which we discussed, included:

- ensuring all pupils make the progress of which they are capable
- using tracking information to set tasks better suited to the ability range in each class
- increasing and sustaining participation in extra-curricular and leadership activities
- moderating teacher assessment of levels of performance across Key Stage 3

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

I Howard Todd  
Additional Inspector