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Mr A Warboys  
Acting Headteacher  
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Dear Mr Warboys

### **Ofsted 2009-10 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 3 and 4 February 2010 to look at work in PE.

As outlined in my initial letter, as well as looking at key areas of the subject, the visit had a particular focus on the identification of an area of best practice in PE and its impact for students.

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 nine lesson observations. I also observed the range of PE and sport activity taking place during lunchtime.

The overall effectiveness of PE is outstanding.

#### **Achievement in PE**

Achievement in PE is good and students' attainment is above average overall.

- From average starting points, students make good progress during Key Stage 3, reaching standards above age-related expectations. They sustain this rate of progress through Key Stage 4. Examination data, observations, scrutiny of work and the school's monitoring records show that student attainment in Level 1, 2 and 3 BTEC Sport and in core provision is above average overall. A number of talented Year 9 students have been fast-tracked through the BTEC certificate course and gained merits.
- Students are proud to represent the school. They enjoy delivering sports sessions in local primary schools and competing against other schools. The

Olympic values assembly and subsequent form learning activities support students' moral development effectively. Participation rates are very high.

### **Quality of teaching in PE**

The quality of teaching in PE is good and promotes effective learning.

- PE staff are highly trained, committed and exude a passion for PE and sport which enthuses students. Their desire to promote high standards is mirrored by the students, who are invariably well motivated and eager to learn.
- The planning and execution of lessons are at least good. Staff use their subject expertise well to improve students' PE knowledge, skills and understanding. Lessons are fun and challenging. The learning styles used emphasise practical experience, reflection, practice and refinement.
- Students confidently assess themselves and each other. Staff keep a record of students' progress as they move through the school, and provide frequent feedback to them and their parents. However, National Curriculum criteria are not used to assess standards at Key Stage 3. Nor are parents told how well their children perform relative to national averages and/or expectations.

### **Features of best practice**

- The key study-skills system introduced to promote more effective learning in PE.

### **Quality of the curriculum in PE**

The quality of the PE curriculum is outstanding and supports students' acquisition of the core competencies for PE very effectively.

- Students are exposed to a very rich and varied programme of study. As well as extensive core provision, which has been adapted to incorporate the new demands of the National Curriculum, they benefit from up to 22 enrichment activities. The options available include a balance of coaching, competitive, leisure, outdoor and adventurous and leadership experiences.
- The faculty offers BTEC Sport at Levels 1, 2 and 3, a range of coaching qualifications and the Junior and Community Sports Leader's Awards. From September 2010, the faculty will offer the Sport and Active Leisure Diploma and Young Apprenticeships in Sports management, Coaching and Leading.
- There is also a good focus on widening participation among students not usually attracted to PE by providing a range of non-traditional activities to capture their imagination.
- Excellent PE facilities and resources effectively support curriculum delivery.

### **Features of best practice**

- The innovative leadership development programme, which includes a leadership academy, sport captains and a leadership ladder. Collectively, these engender high self-esteem, independence, good communication skills and effective team-working.

### **Effectiveness of leadership and management in PE**

The effectiveness of leadership and management in PE is outstanding overall.

- The leadership team are ambitious, hard-working and talented. They have established very solid foundations enabling the faculty to grow from strength to strength. Their impact is evident in the strong improvement secured over time in all aspects of PE provision.
- The faculty operates very smoothly on a day-to-day basis and enjoys a very high profile in the school. Best practice in PE has been disseminated and adopted across the school. Thus PE's sphere of influence is vast.
- There is a strong emphasis on raising standards. Monitoring and evaluation of the effectiveness of provision are detailed and used well to identify areas for further development.
- Self-evaluation is accurate and planning is rigorous and very well informed, drawing on the latest developments in PE and sport.
- Capacity for sustained improvement is good, given the faculty's impressive track record of raising the quality of provision and outcomes for students.

### **Features of best practice**

- Innovative strategies introduced to enhance provision and aid students' learning.

### **Areas for improvement, which we discussed, include:**

- ensuring the assessment criteria used to record students' attainment at Key Stage 3 is in line with current requirements
- giving parents more feedback on how well their children are performing relative to national averages and/or National Curriculum expectations.

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. It will also be available to the team for your next institutional inspection.

Yours sincerely

**John Young**  
**Her Majesty's Inspector**