

# **PE Subject Leaders Resource File**



## **PE SL Resource File**

This, and subsequent resource files have been designed specifically to support the work of subject leaders in Primary Schools who have responsibility for any of the following subjects: Art & Design; Computing; Design & Technology; English; Geography; History; Mathematics; MfL; Music; PE; PSHE and Science. The structure of each resource file follows the same format:

<b><i>Part A: Resources &amp; NC Requirements</i></b>	<b><i>Pages 3 - 5</i></b>
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<b><i>Part C: Progression in PE: an exemplar</i></b>	<b><i>Pages 8 - 12</i></b>
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***To support the work of a subject leader, there is a subject specific work-book for you to keep a record the impact / outcome of the actions you have taken***

## **PE Subject Leaders Work-Book**



## Part A: Resources & NC Requirements

### Links:

- The Association of Physical Education

<http://www.afpe.org.uk/>

(Membership: School £63-£115 (depending on size of school) / annum – Individual £118 / annum)

- Putting PE at the Heart of School Life

<http://www.afpe.org.uk/product/afpe-heart-of-school-video-digital-download/>

- Primary PE and Sport Premium – Key Indicators

<http://www.afpe.org.uk/physical-education/wp-content/uploads/5-Key-Indicators.pdf>

- Physical Education, physical activity and sport in school

<https://researchbriefings.files.parliament.uk/documents/SN06836/SN06836.pdf>

### Resources

- Bloomsbury Curriculum Basics: Teaching Primary PE (Bloomsbury)
- Games, Ideas and Activities for Primary PE (Classroom Gems) (Pearson)
- 101 Multi-skill Sports Games (Bloomsbury Sport)
- Teaching Physical Education: A Handbook for Primary and Secondary School Teachers, (Kogan)
- Physical Education 5 – 11: A Guide for Teachers, (Routledge)
- Coordinating Physical Education Across the Primary School, (Routledge)

*All pupils ought to be physically active every day, be it through PE lessons, daily activities or extra-curricular activities. PE supports them to develop healthy lifestyles. All pupils should have the opportunity to compete in sport and other activities that build character and help to embed values such as team-work, fairness and respect.*

*Physical education develops control, co-ordination and mastery of the body. It is primarily concerned with a way of learning through action, sensation and observation. Whilst it is possible to gain knowledge of a range of physical activities in a theoretical way, skills can only be acquired by personal experience of movement. Such experience, which requires thought as well as effort, leads to improved performance, personal achievement, understanding and increased knowledge. Satisfaction and enjoyment arise from working with a sense of purpose and practising hard enough and long enough to overcome the challenges presented by the practical work. (edited from HMI PE 5-16, 1987)*

## **PE Programmes of study: Key Stages 1 & 2**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239040/PRIMARY\\_national\\_curriculum\\_-\\_Physical\\_education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf)

### ***Purpose of study***

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### ***Aims***

The national curriculum for physical education aims to ensure that all pupils:

- ♣ develop competence to excel in a broad range of physical activities
- ♣ are physically active for sustained periods of time
- ♣ engage in competitive sports and activities
- ♣ lead healthy, active lives.

### ***Attainment targets***

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets].

### ***Subject content***

#### ***Key stage 1***

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- ♣ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- ♣ participate in team games, developing simple tactics for attacking and defending
- ♣ perform dances using simple movement patterns.

#### ***Key stage 2***

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- ♣ use running, jumping, throwing and catching in isolation and in combination
- ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- ♣ perform dances using a range of movement patterns
- ♣ take part in outdoor and adventurous activity challenges both individually and within a team
- ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### ***Swimming and water safety***

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- ♣ swim competently, confidently and proficiently over a distance of at least 25 metres
- ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- ♣ perform safe self-rescue in different water-based situations.

**Part B: Subject leaders audit: PE**

<b>Task</b>	<b>Notes</b>	<b>Completed</b>	<b>Date</b>
Am I clear about the N.C. Aims for PE?			
Have I checked out the subject association website to identify resources for: * Me, as the subject leader * Teachers / assistants			
Have I completed an audit of my own K, S & U against these aims?			
Have I identified sources to support me in my own subject knowledge?			
Have I written a statement of Intent for PE?			
In writing the statement of Intent, did I refer to paragraph 179 of D-D Resource 1?			
Re: Para: 179, do I have a written response for each of the 5 bullet points?			
Has this statement been approved by HT / SLT / all staff?			
Have I developed a monitoring calendar so that I am able to build up an accurate and up-to-date overview of the www/ebi in T, L & A for PE?			
Have I clarified with my line manager what good / better T, L & A in PE 'looks' like? (and hence what is not yet 'good' enough)			
<b>Supplementary questions:</b>			
How long have I been the subject leader for PE, and what support			

(CPD) have I received either internally or externally?			
What resources do I use to support me as a subject leader?			
How have I designed the PE curriculum?			
What am I trying to achieve through the PE curriculum?			
What scheme of learning does the school follow (published or your own)?			
How is this subject taught, and why?			
How do children progress in this subject from one year to the next? ( <i>Remember that <b>progress is knowing more, remembering more and being able to do more.</b></i> )			
How do you ensure that pupils retain their subject knowledge?			
How do you ensure that pupils with SEND (as well as those entitled to Pupil Premium) benefit from the curriculum in PE?			
What would you expect an inspector to see when they visit PE lessons and speak to the pupils?			
How do teachers clarify any misconceptions by pupils?			
What links are made between PE and other subjects does – can you give an example of where this works particularly well?			
Can you tell of any examples where you have supported other teachers / assistants in subject X and the impact that this has had on their teaching / pupils' learning?			

**Part C: Progression in PE: exemplar**

	<b>Pupils develop competence to excel in a broad range of physical activities</b>	<b>Pupils are physically active for sustained periods of time</b>	<b>Pupils engage in competitive sports and activities</b>	<b>Pupils lead healthy, active lives.</b>
<b>EYFS</b>	Revise and refine the fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping skipping; climbing. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.			



	<p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Combine different movements with ease and fluency.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Progress towards a more fluent style of moving, with</p>			
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	developing control and grace.			
A	Pupils copy, repeat and explore simple skills and actions with basic control and coordination. They start to link these in ways that suit the activities. They describe and comment on their own and others' actions.		They work with others in practices and suggest some simple ideas on how to make changes.	They talk about how to take part in physical activity safely, and how their bodies feel during an activity.
B	Pupils explore simple skills. They copy, remember, repeat and explore simple actions with control and coordination. They vary skills, actions and ideas and their deployment and link them in ways that suit the activities.		They begin to show some understanding of simple tactics and basic compositional ideas. They talk about differences between their own and others' performance and suggest improvements.	They give reasons why warming up before an activity is important, and why physical activity is good for their health.
C	Pupils select and use skills, actions and ideas appropriately, applying them with control and coordination.		They show that they understand tactics and composition by starting to vary how they respond. They can see how their work is similar to and different from	They give reasons why warming up before an activity is important, and why physical activity is good for their health.

			others' work, and use this understanding to improve their own performance. They are able to take the lead in pairs and small groups when carrying out practices or deciding upon their own games, challenges, tactics and sequences.	
D	<p>Pupils link skills, techniques and ideas and apply them accurately and appropriately. When performing, they show precision, control and fluency.</p> <p>They explain and apply basic safety principles when preparing for exercise.</p>		They show that they understand tactics and composition. They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance.	They describe how exercise affects their bodies, and why regular, safe activity is good for their health and wellbeing. They work with others to plan and lead simple practices and activities for themselves and others.
E	Pupils select and combine skills, techniques and ideas and apply them accurately and appropriately in different physical		They show that they can draw on what they know about strategy, tactics and composition to produce effective outcomes.	They explain how the body reacts during different types of activity, and why physical activity is an essential component of

	<p>activities. When performing in different physical activities, they consistently show precision, control and fluency.</p>		<p>They modify and refine skills and techniques to improve their performance and adapt their actions in response to changing circumstances. They analyse and comment on skills, techniques and ideas and how these are applied in their own and others' work.</p>	<p>a healthy lifestyle.</p> <p>They plan, organise and lead practices and activities safely, helping others to improve their performance.</p>
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**Part D: Initial subject self-evaluation proforma    Date:**

This is a basic self-evaluation proforma in order for the subject leader to gain a brief overview of strengths and areas for improvement possibly prior to undertaking a more comprehensive review and monitoring process.

<b>Summary:</b>
<b>The key strengths in:</b>
<i>Teaching, learning &amp; assessment in PE are:</i>
<i>The PE Curriculum are:</i>
<b>The main areas we need to develop in:</b>
<i>Teaching, learning &amp; assessment in PE are:</i>
<i>The PE curriculum are:</i>

**Signed:** .....    **Date:** .....

## **Part E: Best practice as identified by Ofsted**

In this section I make reference to:

- **Part Ei**

The main findings / recommendations from '*Levelling the playing field: the physical education subject report*'

(Ofsted, September 2023)

<https://www.gov.uk/government/publications/subject-report-series-pe/levelling-the-playing-field-the-physical-education-subject-report>

- **Part Eii**

**Research review series: PE (Ofsted, March 2022)**

<https://www.gov.uk/government/publications/research-review-series-pe>

- **Part Eiii**

the last 'triennial' report the Ofsted (2013) wrote about PE in Primary & Secondary schools. This report provides numerous examples of what were described as best practice in teaching & learning in PE in primary schools. They provide excellent examples for sharing out amongst class teachers as well as for subject leaders to audit their school's provision against.

<https://www.gov.uk/government/publications/beyond-2012-outstanding-physical-education-for-all>

## **Part Ei**

The main findings from '*Levelling the playing field: the physical education subject report*' (Ofsted, September 2023)

*(Suggested questions are written in red)*

### **Context**

For many pupils, physical education (PE) will be the first and only place where they are taught safe, efficient and intelligent movement. In PE, pupils are also taught important health-related knowledge to help them make informed decisions about how to live a healthy, active life. When taught well, high-quality PE challenges myths, misconceptions and ingrained inequalities that can limit participation for all. In addition to timetabled PE lessons, schools also offer extracurricular experiences that can provide additional time for high-quality instruction, practice and feedback to increase pupils' competence and confidence in PE, physical activity and sport.

Beyond the school gates, physical activity levels have generally recovered since the pandemic, but 'improvements are not universal'. Stubborn differences between ethnicities, sex and levels of affluence remain. For example, pupils are still twice as likely to be able to swim 25 metres unaided if they are from a high affluence family than from a low affluence one. That is why it is important for high-quality PE to make a positive difference to pupils' opportunities and experiences and contribute to levelling the playing field for all, regardless of individual starting points.

This report evaluates the common features of PE in 25 primary schools and 25 secondary schools visited between November 2022 and June 2023. It identifies strengths and areas for development in how pupils are taught the subject. It builds on our physical education research review, which was published last year.

In this report, we summarise the main findings from both primary and secondary schools and share our recommendations. We then set out our more detailed findings in primary schools and secondary schools separately. These 2 sections focus on:

- curriculum design and organisation
- what pupils have learned
- pedagogy and assessment
- school-wide systems and policies

Inspections evaluate schools against the criteria in the school inspection handbooks. Inspectors will not use our findings in this report as a 'checklist' when they inspect schools. We know that there are many different ways that schools can design and teach high-quality PE.

PE is a compulsory part of the national curriculum for all pupils, from Year 1 to the end of key stage 4. It has its roots in physical development (PD) in the early years foundation stage (EYFS), where children are taught important knowledge about building gross and fine motor skills.

Developing competence is important because of its relationship to motivation, enjoyment and, subsequently, the potential to build confidence and engagement in physical activity and sport. It is widely cited that children with higher motor competence participate more in sports and physical activity. This higher participation can also be positively associated with improved fitness and health.

A recent national survey reported that only 56% of primary teachers felt confident teaching PE, with 15% reporting that they are not confident. Despite 10 years of PE and sport premium funding, and the first of the 5 key areas of improvement being 'increased confidence, knowledge and skills of all staff in teaching PE and sport', some of the changes in policy have not had the widespread intended impact.

### **Knowledge in PE**

In this report we refer to 3 conceptually distinct but functionally connected forms of knowledge that allow pupils to make progress towards the aims of the national curriculum in PE. These are not terms that Ofsted expects pupils or staff to use during inspections.

These forms of knowledge are:

- motor competence – knowledge of the range of movements that become increasingly specific to sport and physical activity
- rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities
- healthy participation – knowledge of safe and effective participation



## Main findings

- Many schools visited have enough time in the timetable to teach a broad and ambitious PE curriculum. Most primary schools teach PE for 2 hours per week.
- A small number of the schools have clearly defined the broad and overarching aims of their curriculum and broken them down into a clear progression of the knowledge pupils need to learn.
- In the schools where the curriculum is stronger, the most appropriate physical activities and sports to teach are prioritised. These activities are selected because they enable pupils to learn essential subject-specific knowledge to meet clearly defined, ambitious end points of the curriculum.
- In nearly half of the primary schools, children in Reception are well supported by knowledgeable adults to develop safe, efficient and effective movement quickly.
- Verbal explanations given by staff in lessons are often clear and precise. In most schools, they use subject-specific vocabulary and question pupils effectively to check their understanding. Pupils' verbal recall is strong for areas of the curriculum that are taught more clearly, and key content is revisited.
- Pupils with special educational needs and/or disabilities (SEND) are supported to achieve well in PE in just over half of the schools.
- In these schools this is because:
  - the curriculum end points are clearly defined and ambitious for all
  - staff (including teaching assistants (TAs) and unqualified staff teaching PE) are well trained and supported to implement specific strategies for pupils with SEND
  - staff have clear, specific and actionable information to support them in meeting the pupils' needs in a PE setting.
- Many pupils we spoke with have a broad understanding of health, particularly the social and mental health benefits associated with participating in physical activity.
- They spoke confidently about what they have been taught in personal, social and health education (PSHE) and science lessons to help them to develop a clear understanding of health.
- In a small number of schools, assessment in PE is well designed. Assessment objectives are clearly defined and aligned carefully to what has been identified as knowledge that is important for pupils to have and to put into practice.
- Many curriculums across both primary and secondary schools are intended to give pupils experience of a wide range of sports or physical activities. However, it is not always clear how what is being taught or the order of teaching in the curriculum are

supporting all pupils to know more and do more in PE. As a result, many curriculums lack coherence.

- The average time spent on one 'topic' or activity in each year is 5 hours. This means that, for many pupils, the curriculum design does not give them the time they need to build knowledge and develop relative fluency before moving on to a new activity that requires prior learning.
- Many schools do not match the ambition of the national curriculum. In two thirds of the schools, dance is not taught to all pupils, or the dance content being taught is not well organised. Furthermore, in three quarters of schools, outdoor adventurous activities (OAA) are either not taught effectively or not taught at all.
- In comparison, nearly every curriculum includes football to support the teaching of attack and defence. In schools where the curriculum does not match the ambition of the national curriculum, this narrows pupils' experience of PE.
- Pupils' swimming and water safety attainment in primary schools is mixed. In many schools this is due in part to the cost of transport and access to swimming pools, and in part to the challenges schools have faced because of COVID-19.
- However, in many schools, the evaluation of the swimming and water safety element of the curriculum is limited, and many schools do not make full use of the PE and sport premium, which can be used to fund top-up swimming lessons, where needed.
- Across both primary and secondary schools, most pupils are actively participating in lessons. However, the quality of what they are doing is variable. Where it is weaker, pupils lack the foundational knowledge needed for the next stage of the curriculum or to participate meaningfully in competitive elements of PE lessons. Significant gaps in motor competence are not identified and addressed quickly in many primary schools, particularly fundamental movement skills (FMS).
- A small number of pupils in both primary and secondary schools routinely miss PE lessons so that they can receive support in other areas of the curriculum.
- All pupils have opportunities to experience different activities and also get better at what they are learning in PE. However, over half of the schools do not monitor attendance at extra-curricular clubs and activities. This means that it is not always clear whether their extracurricular programme is inclusive for all.

## Discussion of the findings

The important role of PE in developing pupils' competence and confidence in physical activity and sport cannot be underestimated. Not all pupils will learn to participate in physical activity or sport beyond PE lessons. This means that schools must use timetabled lessons strategically to teach all pupils the important knowledge that they need to make informed decisions about how to live a healthy, active life.

All schools we visited were aware of the importance of a high-quality PE curriculum. The curriculum in some of these schools matches the breadth and ambition of the national curriculum. In these schools, clearly defined curriculum goals have been broken down into essential knowledge that pupils need to be taught in order to know more and do more in PE. Carefully selected sports and physical activities were prioritised to best teach the essential knowledge identified. Some schools have recently introduced new physical activities to the curriculum to align more closely to pupils' interests. Where this is successful, schools have ensured that these activities teach important subject knowledge that pupils need to confidently develop their competence in PE.

In too many schools, however, the curriculum does not match the ambition of the national curriculum. In some schools, this is because the curriculum has significant breadth but at the expense of depth. The curriculum design does not give pupils enough time to build knowledge and develop proficiency before moving on to a new activity. The curriculum therefore gives pupils brief experiences of a wide range of sports or physical activities, but what pupils know and can do as a result of what they have been taught is often limited.

In some other schools, particularly secondary schools visited, the curriculum does not match the ambition of the national curriculum because some activities specified in the national curriculum are not being taught. In just over a third of all schools, dance is either not taught at all or only taught to some pupils. In a further third of schools, the precise content to be taught is not clearly identified. OAA (*outdoor adventurous activities*) is similarly absent from many curriculums, or it is not clear what is taught. Where there are gaps in the PE curriculum, pupils' understanding of and proficiency in PE differs widely.

Many primary schools vary in how they teach swimming and water safety and evaluate the assessment outcomes for this compulsory section of the primary national curriculum. Access to, and the cost of swimming pool hire and travel prevent some schools from providing high-quality swimming and water safety teaching. The pandemic has also posed additional challenges for many schools. However, it is not always clear in primary schools precisely what is taught, how it is taught or how the curriculum is organised to help all pupils achieve the ambitions of this aspect of the national curriculum.

Although many pupils enjoy PE and have a positive attitude to learning in lessons, particularly at primary school, fewer pupils report feeling confident or competent in PE. This is partly because the pedagogical approaches selected are not always well matched to pupils' prior learning. Many staff have sufficient subject knowledge to provide effective explanations and demonstrations. However, too often teaching is not quickly adapted in

response to pupils' misconceptions and gaps in knowledge. This means that too many pupils do not have the secure foundational knowledge they need in order to meaningfully participate in lessons and meet ambitious outcomes. Pupils are often expected to learn knowledge rapidly and demonstrate success with very little purposeful practice and feedback to help them to improve. As a result, the curriculum in these schools is covered but not securely learned. Inevitably, for some pupils this significantly limits their access to the curriculum and achievement.

In particular, for pupils with SEND, the quality of support they receive to enable them to participate fully is often not precise enough nor having the impact intended. For example, in some schools, some pupils with SEND are not well supported to develop high quality movement patterns before moving on to be taught more complex knowledge.

Some primary schools specifically showed strengths in teaching efficient and effective movement to the youngest children. In the primary schools where physical development (PD) and subsequently PE are taught well, the explicit teaching and assessment of FMS helps to steer pupils towards knowledge that they might struggle to learn on their own.

There are, however, significant differences in how assessment is used in PE. In schools where assessment is stronger, the knowledge to be taught and what pupils need to know and do next has been precisely identified. A range of appropriate approaches check what pupils know and can do. The information collated is used to revisit important previous content that is not secure, including responding to misconceptions quickly, before they become embedded. In schools with a well-organised curriculum, where assessment reliably checks what pupils need to remember, pupils are able to recall important knowledge clearly and in more detail. They are also able to demonstrate competently and confidently what they can do as a result of the curriculum.

In schools where assessment is weaker, this is often because assessment is not always aligned with what is in the curriculum. This was particularly evident in schools where identified end points are not clearly broken down to show how pupils will make progress. In these schools, pupils are therefore not always assessed on what is important to know and do to develop increasing competence in PE.

Beyond timetabled lessons, many schools complement their curriculum with extracurricular activities that provide additional breadth and depth to timetabled lessons. In the schools with stronger extracurricular provision, activities are well aligned to a comprehensive curriculum and provide all pupils with opportunities to practise more and receive targeted instruction and feedback. However, not enough schools have effective systems in place to monitor the inclusivity of their extracurricular provision.

## Recommendations

### Schools

#### Schools should:

- Make sure that their curriculum matches the breadth and ambition of the national curriculum for all pupils. It should include carefully sequenced and taught swimming and water safety lessons in primary schools, and OAA and dance in primary and secondary schools.

**Q: Have you undertaken an audit to demonstrate that the PE curriculum is ambitious and that the areas of: swimming / water safety / OAA and dance are addressed?**

- Clearly define the important knowledge that all pupils need to be taught so that staff can use this information to support their planning, selection of pedagogical approaches, and assessment.

**Q: Do you have any examples from your school's plans that all staff know the precise knowledge that pupils need to learn topic by topic?**

- Choose the most appropriate physical activities and sports, so that pupils achieve the intended end points of the curriculum. Make sure that specific sports and physical activities are sequenced coherently to broaden pupils' understanding from key stage 1 to key stage 4.

**Q: Do your curriculum plans identify a) the specific end points of each unit and b) are sequenced coherently both within and across topics?**

- Make sure that the time in PE lessons is spent on developing competence. Pupils should practise, refine and revisit previous content before learning new or more complex knowledge, so that they can secure the prior learning and build their confidence. In some schools, where a wide range of sports and physical activities are covered superficially and the intended curriculum is not learned, this might mean reducing the number of physical activities and sports across the year.

**Q: How does your curriculum plans address the importance of: practice, refine and revisit as well as addressing the issue of superficiality?**

- Support pupils with SEND effectively so that they can access an ambitious curriculum and achieve well. This includes ensuring that staff are well trained to provide precise support so that all pupils can meet clear and ambitious end points.

**Q: Can you give any examples as to how the PE curriculum has been modified to meet the needs of pupils with SEND as well as how staff have been trained to ensure this?**

- Ensure that staff regularly check pupils' understanding and respond to any gaps in knowledge and misconceptions that they identify. This might include practising knowledge that has been taught previously but not securely learnt so that gaps in knowledge do not widen.

**Q: How are teachers assessing pupils learning in PE and how do you/they ensure that it is both accurate and used to inform future planning?**

- Check that all pupils have the knowledge they need in order to participate well in competitions or tasks in lessons that require them to synthesise a range of knowledge. This involves giving all pupils opportunities to learn and refine FMS from Reception.

**Q: ditto - How are you assessing pupils learning in PE and how do you ensure that it is both accurate and used to inform future planning across all aspects (FMS) in PE?**

- Ensure that what is assessed aligns with the important and precise knowledge pupils need to retain as outlined in the curriculum. Use assessment information to inform subsequent teaching in the short, medium and long term.

**Q: Can you give an example(s) of how you have matched the schools' units of learning against the NC Aims?**

- Ensure that departmental monitoring and evaluation focuses on the quality of what pupils know and can do.

**Q: Can you give an example(s) from the monitoring (pupil voice / learning explorations) of pupils learning which demonstrates a focus on learning and not 'teaching'?**

- **Part Eii: Research review series: PE (March 2022)**

<https://www.gov.uk/government/publications/research-review-series-pe>

The report identifies a number of features which it states as: *‘High-quality PE education may have the following features’*:

**For the subject leader – it ‘may’ prove beneficial to work through each theme: e.g. Curriculum; Locational knowledge etc one at a time, assessing your school’s own practice against what Ofsted have identified in this report. (see below)**

### **The curriculum: Progression in PE**

The first PE pillar of progression: **motor competence**

- Fundamental movement skills
- Beyond fundamental movement skills

The second PE pillar of progression: **rules, strategies and tactics**

The third PE pillar of progression: **healthy participation**

- Vocabulary in PE

The curriculum: types of knowledge in PE – declarative and procedural

### **Based on the above, high-quality PE may have the following features:**

- *Teachers know that PE includes clearly defined knowledge that can usefully be categorised into declarative and procedural knowledge. These forms of knowledge in PE are often inextricably linked.*
- *Teachers know that PE is not synonymous with physical activity or sport. They share similarities but also have important differences.*
- *Leaders and teachers have thought carefully about what it is to know more and do more in PE. This understanding is informed by the national curriculum’s aims and component knowledge has been identified to develop pupils’ competence.*
- *A strong foundation of FMS is developed, starting in the early years. It sequentially develops through transitional activities into more specialised sport and physical activity contexts. FMS are a precondition to accessing the later, more specialised movement patterns required for competence in sport and physical activity.*

- *Teachers make sure that pupils' movement is not only efficient and effective but intelligent and context-related. They make sure pupils have knowledge of rules, strategies and tactics in order to direct and guide successful movement.*
- *Knowledge of healthy participation includes important knowledge of key concepts pertaining to health, participation and physical activity. These are taught systematically, honour the specific learning context and increase in complexity throughout the curriculum.*

## **The curriculum: learning is domain-specific**

**Based on the above, high-quality PE may have the following features:**

- *Teachers and leaders recognise that learning takes time. They make sure that pupils have enough time to revisit and develop their knowledge within a context before moving too quickly on to a new sport or physical activity.*
- *Leaders planning the curriculum are clear that the sport or physical activity being taught matters*
- *They select physical activities and sports based on capacity to develop pupils' competence within PE. They use the 3 pillars (motor competence; rules, strategies and tactics; and healthy participation) to help identify key concepts to teach and for pupils to learn and build pupils' understanding incrementally.*
- *The PE curriculum meets the needs of all pupils. All pupils feel included and able to succeed within the subject.*
- *The extra-curricular offer is available for all pupils. It provides opportunities to build, develop and refine knowledge and in this way benefits from a symbiotic relationship with the curriculum subject PE.*

## **Pedagogy**

**Based on the above, high-quality PE may have the following features:**

- *The pedagogical approaches selected reflect the needs of pupils and the needs of the curriculum content.*
- *All pupils are supported to know more and do more. All pupils benefit from high-quality instruction, practise and feedback.*
- *Teaching activities and approaches make sure pupils revisit and re-encounter important knowledge.*
- *Practice is domain-specific, desirably difficult and goal directed, with the aim of all pupils improving. It gives pupils time to build, develop and refine their knowledge.*
- *Feedback for pupils focuses on how to improve.*
- *Pupils have high-quality opportunities to learn component knowledge. Teachers move onto more complex content once pupils have secured important foundational knowledge.*
- *Competition is appropriately positioned when pupils have the knowledge needed to access the demands of the competition. This is regardless of whether the competition is against oneself or others.*



- *Pedagogical adaptations for pupils with SEND to access and achieve success are specific to the needs of the pupil and retain educational integrity to meet the aims of the national curriculum.*

## **Assessment**

### **Based on the above, high-quality PE may have the following features:**

*Teachers select the most appropriate assessment approaches to give all pupils opportunities to show what they know, can do and understand.*

*Formative assessment is ongoing and provides information that teachers use to inform subsequent teaching.*

*Assessment approaches should identify the component knowledge pupils have acquired and have not yet acquired.*

*Pupils have a comprehensive understanding of what it is to know more and do more in PE. This is not narrowed to only value performance in specific sports or physical activities.*

*The inferences made from assessment data collected are carefully considered alongside other forms of assessment data to provide an accurate picture of what each pupil can do and what they need to do to improve.*

*Pupils are explicitly taught how to self- and peer-assess, using clear and precise success criteria to give accurate and meaningful interpretations.*

*Teachers using technology to support assessment carefully weigh up the strengths and limitations and the role it plays in providing accurate assessment information that directly relates to improving competence in PE.*

## **Subject and whole-school policies**

### **Based on the above, high-quality PE may have the following features:**

- *Teachers of PE have high levels of subject knowledge and pedagogical knowledge.*
- *Teachers of PE and relevant support staff benefit from subject-specific specialist training.*
- *Any external specialist support is well aligned with the curriculum vision of the school, as part of a carefully sequenced curriculum that enables pupils to cumulatively know and do more.*
- *School leaders have responsibility for the PE curriculum in place at their school.*
- *Teachers are actively engaged in what has been taught before and what will be taught after their age group of teaching. They use this knowledge to inform their selection of content, sequencing and ambitious end points for all pupils.*
- *Teachers are highly trained in meeting the needs of all pupils, including pupils with specific SEND within a mainstream setting.*

## **Conclusion**

If PE is to truly physically educate all pupils, the curriculum must take pupils beyond their own experiences. It should develop their knowledge of motor competence, rules, strategies and tactics, and healthy participation in order to meet the aims of the national curriculum. Pupils who lack this knowledge, and lack structure to their knowledge, are denied the opportunity to develop competency and to flourish in and beyond PE lessons.

Pupils are best able to learn more and do more in PE when they have access to high-quality instruction, practise and feedback. Practice time needs to sufficiently support developing competence; it needs to be challenging and it needs to provide the opportunity to revisit, refine and develop knowledge. To do this, teachers need to carefully consider the number of sports and physical activities that pupils are taught. They should focus on balancing breadth with depth so that pupils become more competent and confident and so that the curriculum does not become 'a mile wide and an inch thick'. Assessment needs to explicitly check pupils' understanding of the component knowledge needed to develop competence and, where appropriate, adapt subsequent teaching to reduce the likelihood of gaps in knowledge developing or misconceptions becoming embedded. Furthermore, teaching approaches need to carefully align both to the needs of the pupils and the needs of the curriculum.

Without the important building blocks of efficient, intelligent and healthy participation, pupils can be limited in the choices they have to engage in the world of sport and physical activity. PE is not for some; it is for everyone.

PE is not without its complexities within each school. Schools that have a culture of championing PE (and the complementary role of the wider extra-curricular offer) can help all pupils to be their best and can even rewrite pupils' futures in terms of their lifelong engagement with, and enjoyment of, sport and physical activity.

## **Part Eiii Outstanding PE in Schools (Ofsted 2011)**

### **Recommendations**

#### **All school leaders should:**

- *routinely monitor the quality of teaching and leadership of PE, measuring its impact on pupils' learning and progress, and taking decisive action when outcomes for pupils are less than consistently good*
- *provide weekly opportunities for all pupils to participate and compete in school sport to enable the most able pupils to attain high standards of performance*
- *Increase the time given to teaching core PE each week, where this is less than two hours, to enable all pupils to exceed National Curriculum PE expectations and lead a healthy lifestyle.*

#### **Primary school leaders should:**

- *ensure that every pupil can swim at least 25 metres before the end of Key Stage 2*
- *plan learning in PE that builds on what pupils of all abilities already know, understand and can do, and identifies what pupils need to do next in order to improve.*

#### **All subject leaders should:**

- *articulate a clear vision for making PE good or outstanding and ensure that improvement plans are fully understood and supported by all staff*
- *set the highest expectations of staff and pupils, and model good practice*
- *provide schemes of work for all areas of activity that include clear guidance for colleagues on the step-by-step stages of teaching specific skills*
- *work in partnership with parents and health agencies to enable overweight and obese pupils to participate regularly in a personalised programme of PE as part of a healthy lifestyle.*

#### **All teachers, classroom assistants and sports coaches should:**

- *improve pupils' fitness by keeping them physically active throughout all lessons and engaging them in regular, high-intensity vigorous activity for sustained periods of time*

- *raise their expectations of what more able pupils are capable of achieving and provide them with challenging, competitive activities that lead to high standards of performance*
- *apply agreed schemes of work and assessment procedures consistently so that all teaching is at least good.*

### **The overall effectiveness of PE in primary schools**

*For one lesson each week all Key Stage 2 classes are timetabled at the same time. Pupils of different ages and abilities are grouped together and matched with the relevant teacher or sports coach to help them progress. The most able pupils benefit from specialist teaching of games by coaches which enables them to achieve above average standards. Less able pupils are taught by teachers and coaches who match lesson content to what pupils know, understand and can do, so all are interested and engaged. By working with others of the same ability, pupils are able to progress well.*

*Pupils attended 30-minute swimming lessons once a week for one and a half terms in Year 4. This was coordinated by the local authority that organised swimming for all other schools in the borough. Consequently pool time was limited and the allocation given to the school was not sufficient to raise standards in swimming. There were also no other available pools with spare capacity in the borough or its neighbouring boroughs.*

*Pupils say that PE is ‘absolutely brilliant’. This is reflected in their obvious enjoyment and eagerness to learn. High participation rates and impeccable behaviour are testimony to high levels of pupil enjoyment and engagement. The school ensures that sporting success is celebrated and rewarded and this has a notable impact in boosting pupils’ self-esteem.*

*Pupils participation in physical activity during lessons and in enrichment activities is making a strong contribution towards their all-round personal development. Pupils say they enjoy PE and sport. They join in enthusiastically in lessons and in a variety of playground games. They demonstrate high levels of physical fitness and show imagination and creativity in their work. Teamwork is particularly strong and pupils cooperate very well in group activities in lessons.*

*Pupils who are trained as junior playground leaders wear their ‘leader’ T-shirts with pride. They are well organised, know where to find equipment and work safely in zoned areas marked with colours. Activities are very popular with pupils, participation rates are high and they thoroughly enjoy lunchtimes. The school council feels that these lunchtime arrangements work well because pupils’ views about what playground markings should be installed were listened to by teachers.*

### ***In schools where teaching of PE was good or outstanding:***

- *expectations of pupils of all abilities were consistently high*

- *teachers' excellent relationships led to full engagement and high levels of enjoyment for pupils*
- *pupils were inspired to try hard and achieve their very best*
- *no time was wasted and the pace of learning was always purposeful and physically active*
- *excellent subject knowledge enabled teachers to model techniques to show pupils the standards expected*
- *effective questioning of pupils during practice was accompanied by high-quality, subject-specific feedback on how to acquire skills and improve their performance*
- *lessons were sharply focused because they were based securely on high-quality long-term planning*
- *teachers planned together to avoid duplication of activities across key stages and to ensure that lessons contained suitably challenging tasks for pupils of different ages and abilities*
- *pupils had regular opportunities to be creative, make decisions for themselves and practise skills independently, in pairs and small groups for sustained periods of time*
- *teachers regularly assessed learning through their observation and questioning, and provided pertinent feedback to challenge pupils to improve their performance.*
- *The Year 2 games lesson started well and gave pupils the chance to practise their throwing and catching skills. However, for a minority of pupils, the task was not challenging enough and equipment was not selected to match the different ability levels. Some other pupils found it difficult to apply their skills in small group activities and insufficient emphasis was placed on evaluating their learning and identifying how to improve. Consequently, they became dependent on adults leading activities, which limited their progress.*
- *The teacher, school nurse and the child's parents worked together to identify and agree strategies to improve the child's mobility through a regime of healthy eating and increased levels of physical activity. In school the child attended the healthy cooking club, took part in daily 'wake and shake' sessions and completed occupational health sessions for improving his mobility. At home, the parents implemented parts of the government's health promotion strategy 'Change4Life', in particular altering his eating habits, reducing the size of portions at mealtimes and taking exercise outside of school hours.*

*The school has only recently started to assess pupils' attainment and monitor progress. Consequently, although leaders have a general overview of attainment at the end of each key stage, they do not have an evaluation of any variation in pupils' progress from year to year or of pupils grouped by gender or ability.*

*Teachers do not formally assess the progress pupils make or record their attainment in PE. Because of this, lessons are not planned with enough thought given to the range of needs and abilities in the class.*

*Schools with effective assessment procedures used a range of techniques to monitor pupils' learning and progress. These included:*

- *building on teacher's judgements of children's physical development in the Early Years Foundation Stage by testing pupils' physical ability at the start of Key Stage 1, and using this as a baseline to measure the progress they made in games, gymnastics and dance activities*
- *selecting suitable 'core tasks' to teach to pupils and assessing how well they did in each strand of the PE National Curriculum*
- *recording which pupils were working towards, achieving or exceeding the standards expected in each core task*
- *matching this information to the PE attainment target level descriptors to form an overall 'best-fit' view of individual pupils' achievement*
- *sharing this information between teachers throughout Key Stages 1 and 2 to track pupils' progress over time and plan suitable interventions for those pupils needing further support or extra challenge*
- *sharing assessment information with pupils and giving them regular day-to-day feedback on how well they were doing to enable them to compare their progress against the PE attainment target*
- *maintaining high activity rates by not requiring pupils to fill in assessment forms or discuss their work with others for too long.*

*In a Year 2 lesson, the teamwork between the teacher and the coach was outstanding. The teacher used the interactive whiteboard well at the start of the lesson to illustrate the hand positions pupils would be using in their catching and throwing practices. The coach encouraged pupils to repeat key words and phrases to consolidate their understanding. Demonstrations were used very effectively by teachers and coaches to show pupils what they were aiming for in their responses and precise feedback helped to improve their fielding skills.*

*Lesson observations show a significant variation in the progress made by pupils taught by teachers and by sports coaches. When teachers use the shared planning resources that include challenging core tasks, pupils make good progress. However, sports coaches generally use the same lesson plan to teach classes of different age groups. This does not provide sufficient challenge for older or more able pupils and so limits their achievement.*

*An excellent association with the school sport partnership has helped bring about improvements to the overall quality of teaching. The school sport coordinator works alongside inexperienced members of staff in PE lessons in a well-organised programme of team-teaching that runs throughout the year. Teachers and coaches combine to offer an*

*outstanding array of enrichment activities. Large numbers of pupils arrive in school at eight o'clock each morning to join dance, fitness and martial arts activities led by specialist coaches. Breaks and lunchtimes include less formal dance and playground games led by young leaders. After-school sports clubs operate every night each week and include a multi-skills club for Key Stage 1 pupils and mini-games and inter-school fixtures for older pupils. All pupils take part in at least one enrichment activity each week.*

*The curriculum is planned exceptionally well and ensures continuity and progression in pupils' learning. It is supplemented by many tournaments and competitions for pupils of all abilities. All pupils have access to at least two hours of planned PE each week and more time is often included with additional fitness programmes such as 'Fit kids' and 'Take ten'. Playgrounds have been redesigned to encourage pupils to participate at lunchtimes in a variety of games and activities. Junior leadership is promoted very effectively by giving pupils opportunities to organise matches, coach others and officiate. Very strong links with local schools and sports clubs ensure that more able pupils can extend their skills. An extensive programme of swimming enables all pupils to learn to swim, experience water safety and personal survival.*

*Younger pupils gained confidence, independence and learned to cooperate with others through 'Forest Schools' activities in the school grounds and adventure days at a local outdoor centre. Older pupils continued to develop these qualities in activities such as caving, mountain-biking and orienteering. Year 6 pupils speak enthusiastically about the seven-mile mountain walk, climbing and overnight camping.*

*Curriculum provision is exceptional. It promotes equality of opportunity by tailoring provision for the least- and most-able pupils and recognising that pupils learn in different ways. Pupils experience all six areas of activity. This is supplemented with a diverse range of enrichment activities that add significant value to pupils' skills, knowledge and understanding of PE. All pupils receive a core entitlement of two hours of PE weekly and at least a further 30 minutes of well-planned daily lunchtime activities. All Year 5 and 6 pupils visit a residential outdoor education centre. Pupils also benefit from specialist coaches, festivals of sport and multi-skills activities organised by the local school sport partnership.*

*Pupils from across the different age ranges regularly compete against other schools and participate in festivals of sport and multi-skills activities. They take part in the schools' mini-Olympics and non-traditional activities. Lunchtime supervisors and older pupils have completed training, led by the school sport coordinator, to act as play leaders and this has led to a variety of interesting and well-supported games being enjoyed by pupils every day.*

### **Leadership & management**

*The very high quality of teaching results from the subject leader teaching half of all lessons, from opportunities for pupils to work with specialist coaches and an intensive programme of PE professional development for all staff. Teachers have improved in their confidence and competence to teach PE as a result of the opportunities to attend external courses and take part in team-teach with the subject leader, who is an excellent role model.*

*In schools where leadership and management of PE were good and outstanding, subject leaders:*

- *had a clear vision for the subject, were aspirational and vigorously pursued improvement*
- *inspired others to improve their teaching and understanding of PE and sport*
- *were highly effective teachers of PE and good role models for others to emulate*
- *worked alongside their colleagues to share good practice and increase their confidence and competence in teaching PE*
- *knew most of the strengths and weaknesses of PE and took steps to strengthen the subject*
- *showed that development planning had led to significant, sustained improvements and had raised standards in PE*
- *set themselves challenging targets for improvement with clear timescales to check that planned improvements were being met*
- *forged good relations with other schools to widen opportunities for pupils and liaised with local partners to provide training and support for staff.*

*Leadership of PE is inspirational, dedicated and informed by a high level of subject expertise. There is a strong track record in introducing new approaches and ideas. Improvement priorities are clearly set out in an annual plan of action. PE, dance and sport have a very high profile in displays, assemblies and the life of the school. Staff have benefited significantly from targeted professional development and an exceptionally well-organised approach to curriculum planning and resourcing. Subject monitoring and evaluation are rigorous and systematic, and include lesson observations, auditing the views of staff and pupils, and analysing pupils' participation in extra-curricular activities and competitions. Improvements in provision and pupils' many achievements are reported regularly to the governing body who take a keen interest in the subject.*

*Where leadership and management of PE required improvement, subject leaders were not driving improvements to PE because:*

- *they lacked sufficient knowledge of PE to recognise what was working well, and what needed improving*
- *improvement planning focused on extending provision rather than on raising achievement*
- *lesson monitoring was infrequent, and did not provide an accurate overview of the impact of teaching on pupils' learning*
- *there were too few opportunities to share best practice among staff and iron out inconsistencies*
- *they had not convinced school leaders to allocate sufficient curriculum time to PE to enable pupils to make good progress*



- *partnerships with other schools and organisations had not been forged to support the development of PE and add further capacity to make improvements.*

*Involvement with the school sport partnership has so far had very little impact on improving provision. The subject leader has not completed the link teacher audit or assessed the professional development requirements of staff. Although an action plan for improving provision has been drawn up, it does not include a number of important priorities such as improving assessment. Teachers have missed out on training that would help improve their subject knowledge and pupils have not benefited sufficiently from the community coaching programme or from attending after-school sports clubs.*

### **Common weaknesses in achievement**

More able pupils were not sufficiently challenged because teachers' expectations of them were too low.

### **In the best schools:**

- primary and secondary school staff developed a good understanding of the needs of more able pupils based on accurate assessments of their progress
- teachers and coaches had high expectations of them and lessons were planned so that no limits were placed on their achievement
- teachers knew how and when to introduce new skills and provided ample periods of time for pupils to practise and secure them
- pupils were set personal, very challenging targets to aim for and during practising received high-quality advice on what they could do to reach them
- in lessons, teachers routinely checked pupils' learning by asking them to briefly explain what they were doing and identify what else they could do to improve
- pupils were expected to attend lunchtime and after-school clubs, often led by specialist sports coaches to practise and reinforce what they had learnt in lessons
- festivals and competitions against other schools and intra-school sporting events enabled the most able pupils to improve their overall performance and develop leadership skills
- *gifted and talented pupils in sport were used to coach alongside teachers and lead others in small group work.*

### **In the best schools:**

- *fitness, health and well-being were prioritised in lessons; pupils were expected to work hard, even when they tired, and learnt the value of strenuous exercise in improving their fitness*

- *warm-ups were made enjoyable but also included high intensity, short duration exercise that thoroughly tested pupils' speed, stamina, strength and flexibility*
- *when skills had been learnt in unopposed practices and drills, pupils were challenged further by repeating them at pace and applying them in highly competitive play against opponents*
- *staff liaised with subject leaders of personal, social and health education, and science to gain their support in reinforcing learning about the importance of being healthy and avoiding the risks attached to smoking, drinking, substance misuse and leading a sedentary lifestyle*
- *liaison with parents and carers and local health services ensured that overweight and obese pupils received additional support tailored to their needs to keep them active and healthy.*
- *primary subject leaders in primary schools had gained the support of their headteacher and governors to provide regular swimming lessons*
- *headteachers had established good links with other schools and leisure services to secure enough pool time to teach swimming effectively*
- *teachers liaised with external swimming instructors to maintain a detailed record of individual pupils' progress and identify which pupils needed to attend further lessons to ensure that they could swim*
- *regular swimming lessons were continued after pupils had attained minimum expectations, enabling them to gain awards for swimming long distances, diving and learning safe rescue techniques.*

### **Common weaknesses in teaching**

*Teacher's lack of detailed subject knowledge limited the quality of feedback given to pupils about what they needed to do to improve. They were unsure about the step-by-step stages in teaching skills, and were unaware of the standards that pupils should achieve by the end of each key stage.*

### **In the best schools:**

- *primary subject leaders had enlisted the support of school sport coordinators and specialist coaches to build staff confidence and competence in introducing and developing new skills, and raising their expectations of what pupils could and should attain by the end of each key stage*
- *commercial resources were purchased to improve the quality of teaching by illustrating the introduction and development of skills in gymnastics, games and dance*
- *professional development had shown non-specialist teachers how to plan learning for pupils of different ages and abilities, and assess their progress against the National Curriculum attainment target for PE*

- *subject leaders provided their colleagues with an up-to-date scheme of work for PE that enabled them to plan collaboratively; they used this guidance to agree what to teach and how to teach it well; if commercial packages were used they were tailored to suit the school's context and information that was not part of the school's PE curriculum was removed*
- *secondary teachers had modelled effective practice for others in the department and in the wider school*
- *training led by coaches from local clubs and national governing bodies of sport provided clear guidance on how to teach technical aspects of games and newly introduced activities such as trampolining and forms of dance.*
- *assessment data was systematically collated and reviewed to check the progress of different groups of pupils in all key stages and to intervene to provide additional support for those who needed it*
- *teachers shared assessment data with pupils and encouraged them to compare their progress with the PE attainment target level descriptors and examination criteria, to illustrate what they were expected to achieve and to set targets for improvement*
- *time was not wasted observing others performing and filling in assessment forms, rather than practising to improve performance.*
- *lesson observations by primary school leaders were regular and helped teachers and coaches to recognise what they did well and what they needed to do to improve their effectiveness*
- *when teaching was found to require improvement, targets were agreed, training was provided and further observations were made to make it good; these procedures were systematic and rigorous and usually led to improvement*
- *subject leaders kept colleagues well informed about developments in PE by sharing resources and ideas, and using local expert teachers and coaches to demonstrate best practice.*

### **Common weaknesses in the curriculum**

Insufficient time was allocated to PE to enable all pupils to achieve well and meet all National Curriculum PE requirements.

### **In the best schools:**

- *primary leaders and governors actively supported the values of regular participation in physical activity and fostered high levels of pupils' interest and enthusiasm for PE and sport; they timetabled two hours of PE each week to enable pupils to meet all National Curriculum PE requirements and lead a healthy, active lifestyle*
- *primary schools providing significantly less than two hours of PE lessons illustrated through their monitoring that most pupils were physically active at breaks and*

lunchtimes, attended after-school clubs and fixtures, or participated in local mini-festivals of sport on a weekly basis

- primary leaders and governors provided regular swimming lessons and enabled pupils to continue to attend swimming lessons throughout Key Stage 2 until they all could swim 25 metres
- teachers enlisted the support of coaches, parents and other volunteers to run sports teams after school, or organise sporting events to enable pupils to compete against pupils in other schools
- a wealth of sports activities before, during, and after school, led by pupils, teachers and coaches, complemented the PE curriculum well and enabled large numbers of pupils of all abilities to remain physically active
- rigorous monitoring of participation rates in extra-curricular activity enabled subject leaders to coordinate additional programmes for those who did not regularly engage, including disabled pupils and those with special educational needs, including obese pupils.

### ***Common weaknesses in leadership and management***

In primary schools, senior leaders did not systematically monitor subject leadership or the quality of teaching and assessment in PE. They did not provide sufficient support or challenge when teaching was not good enough.

### **In the best schools:**

- headteachers included the monitoring of PE in their programme of lesson observations to gain a clear view of the strengths and weaknesses in teaching; they had high expectations of subject leaders, requiring them to evaluate the subject's effectiveness, provide evidence of pupils' achievement and support other staff to teach PE effectively
- headteachers and governors valued PE highly; their shared enthusiasm for PE and sport had inspired staff and pupils; they had raised its profile by encouraging and securing regular participation by pupils in a wide range of sports activities and events, and by celebrating sporting success in assemblies, displays and newsletters to parents.

### **1. In the best schools:**

- primary school subject leaders took full responsibility for driving improvements in PE; they were enthusiastic, knowledgeable and well-informed about new initiatives in PE and school sport; improvements were based on a clear vision for the subject
- they prepared detailed schemes of work for other non-specialist teachers to follow, and taught alongside them to build their confidence in teaching specific skills and techniques

- they implemented plans to raise achievement based on thorough and honest self-evaluation and these plans had led to significant improvements in provision and generated consistently high standards sustained over time
- rigorous monitoring of these plans was exceptional; plans were checked systematically to see if targets and timescales had been met, and what impact actions had made on pupils' enjoyment and achievement in PE
- day-to-day and summary assessment procedures were firmly established and individual pupils' progress was measured systematically and accurately; performance data were scrutinised to spot underachievement early and identify emerging trends that could be improved further
- PE leaders were well informed of current developments in the subject and took every opportunity to increase participation, raise achievement and celebrate students' success; they maintained a relentless focus on improvement
- they had gained the full commitment of staff and a range of external coaches and sporting organisations to maximise participation both in and outside of school by making it a hub for community sport
- PE and sport were marketed extensively within and outside of school and enjoyed a high profile; success in sport was celebrated in school and within the local community.

## **Part F: PE - Good (in 'old' money<sup>1</sup>)**

***Ofsted produced this guidance to support their subject specific reviews (E above)***

### **Achievement**

- Boys and girls of all ages, abilities and interests acquire new knowledge and skills at a good rate and develop a good understanding of PE and sport.
- They practise skills by themselves, in small groups and teams, without the need for much guidance or support. They apply these skills in a wide range of activities and situations, and achieve a high level of performance.
- They have a good level of physical fitness and understand the importance of this in promoting their long-term health. They are able to remain physically active for long periods of time and lead healthy lifestyles by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
- Pupils' enjoyment of PE is shown in their positive attitudes and regular participation in lessons and extra-curricular sport. They acquire the skills needed to organise sport and physical activity for others.
- In primary schools, most pupils can swim 25 metres and know how to remain safe in and around water by the end of Year 6.
- Achievement in core PE, GCSE, BTEC and other awards is high. A significant proportion of students continue to study and participate in PE and sport in the next stage of their education.

### **Teaching**

- Pupils of all abilities are fully included and challenged to achieve their best because learning is planned on the basis of what pupils already know, understand and can do. Teachers and coaches show a detailed understanding of PE and sport and communicate this effectively.
- Specialist coaches and volunteers are deployed effectively by teachers to provide high-quality sports coaching and advice on how to improve performance.
- Relationships are good and expectations are high. Pupils improve their fitness and health as a result of good teaching. Time in lessons is used effectively to engage all pupils in vigorous, physical activity for sustained periods of time and to promote their physical fitness.
- Pupils' learning, progress and enjoyment of PE are effectively enhanced through the use of a range of PE equipment and video technology.
- Teachers and coaches assess how well individual pupils are progressing and identify those who need further challenge or additional support.

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<sup>1</sup> Dec 2013, Ofsted

## **Curriculum**

- A good PE curriculum that enables all pupils to participate regularly and achieve well in a broad range of activities is complemented by an extensive programme of extra-curricular sport, including competitive fixtures against other schools.
- The needs and interests of all groups of pupils, including disabled pupils or those with special educational needs, those for whom the pupil premium provides support and the most able, are met. The PE curriculum is adapted to promote the regular participation of significantly overweight pupils and educate about the importance of leading an active, healthy lifestyle.
- Pupils have two hours of core PE lessons each week in all key stages. In schools with significantly less than this in any key stage, all pupils are provided with a good range of additional awards and qualifications in PE and sport, and a broad enrichment programme enables most pupils to make good progress.
- Primary schools provide regular swimming lessons to enable most pupils to meet minimum expectations for swimming by the end of Key Stage 2.
- Links with other subjects and good partnerships with schools, clubs and sports organisations enhance pupils' learning and participation in PE, sport and physical activity.
- Good opportunities to promote pupils' social, moral, spiritual and cultural development are planned and taught systematically.

## **Leadership & Management**

- Leaders are fully committed to securing improvements to provision and raising pupils' achievement. They take decisive action to eradicate weaknesses and promote greater consistency.
- They know their subject well. Self-evaluation is accurate and informs detailed plans for improvement. Leaders are receptive to new ideas and innovations in PE.
- Leaders are competent and confident teachers of PE. Their lesson monitoring is routine and well-established. Strengths are shared between teachers and weaknesses are tackled through further challenge and professional development tailored to individual needs.
- Assessment procedures are firmly established in all key stages and are applied consistently to monitor pupils' progress and inform future planning.
- Sufficient curriculum time for PE has been secured to promote regular participation and enable all pupils to achieve well.
- Good partnerships with other schools and clear pathways to local providers of sport enable pupils to continue to participate after school.
- PE makes a good contribution to whole-school priorities, including literacy and numeracy policies.
- Governors are supportive of the aims and vision of the subject leader and are keen to celebrate the school's successes in school sport.
- Primary school leaders, including governors, ensure that new funding for PE and sport is used well to improve the quality of provision, including regular and sustained participation in PE and sport.

**Part G: PE: Quality of Education (Good)**

This template includes the current criteria for the Quality of Education judgment of ‘Good’ along with columns for the SL / SLT to insert where they perceive is a best-fit with the ‘old’ subject specific criteria along with their own internal evidence.

As such it serves two purposes, one as a CPD activity to consider the match between the ‘old’ subject specific criteria and then ‘new’ criteria and secondly to benchmark / evaluate the school’s provision against this.

<b>INTENT</b>		
<b>NEW HANDBOOK</b>	<b>EVIDENCE</b>	<b>OLD SUBJECT CRITERIA</b>
Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. <i>[If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about.]</i>		
The school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. <i>[If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about.]</i>		
The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities		



to apply what they know and can do with increasing fluency and independence. <i>[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i>		
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<b>IMPLEMENTATION</b>		
<b>NEW HANDBOOK</b>	<b>EVIDENCE</b>	<b>OLD SUBJECT CRITERIA</b>
Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.		
Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.		
Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.		
Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it		

<p>in a way that creates unnecessary burdens on staff or pupils.</p>		
<p>Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>		
<p>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p>		
<p>Reading is prioritised to allow pupils to access the full curriculum offer.</p>		
<p>A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.</p>		
<p>The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</p>		

Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.		
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<b>IMPACT</b>		
<b>NEW HANDBOOK</b>	<b>EVIDENCE</b>	<b>OLD SUBJECT CRITERIA</b>
<p>Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.</p>		
<p>Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.</p>		
<p>Pupils' work across the curriculum is of good quality.</p>		
<p>Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.</p>		

**Part H: PE: Quality of Education (exemplar).** *This is the authors initial interpretation of a best-fit between the previous (Part F) subject criteria and the current (2021) QoE (2021) criteria (Part G) above.*

<b>INTENT</b>		
<b>NEW HANDBOOK</b>	<b>EVIDENCE</b>	<b>OLD SUBJECT CRITERIA</b>
<p>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. <i>[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i></p>		<p>Leaders are fully committed to securing improvements to provision and raising pupils' achievement. They take decisive action to eradicate weaknesses and promote greater consistency. Leaders are competent and confident teachers of PE. Their lesson monitoring is routine and well-established. Strengths are shared between teachers and weaknesses are tackled through further challenge and professional development tailored to individual needs.</p> <p>A good PE curriculum that enables all pupils to participate regularly and achieve well in a broad range of activities is complemented by an extensive programme of extra-curricular sport, including competitive fixtures against other schools.</p>
<p>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. <i>[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i></p>		<p>Sufficient curriculum time for PE has been secured to promote regular participation and enable all pupils to achieve well. Pupils have two hours of core PE lessons each week in all key stages. In schools with significantly less than this in any key stage, all pupils are provided with a good range of additional awards and qualifications in PE and sport, and a broad enrichment programme enables most pupils to make good progress.</p>

		Primary schools provide regular swimming lessons to enable most pupils to meet minimum expectations for swimming by the end of Key Stage 2.
The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. <i>[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i>		The needs and interests of all groups of pupils, including disabled pupils or those with special educational needs, those for whom the pupil premium provides support and the most able, are met. The PE curriculum is adapted to promote the regular participation of significantly overweight pupils and educate about the importance of leading an active, healthy lifestyle.

<b>IMPLEMENTATION</b>		
<b>NEW HANDBOOK</b>	<b>EVIDENCE</b>	<b>OLD SUBJECT CRITERIA</b>
Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.		Pupils of all abilities are fully included and challenged to achieve their best because learning is planned on the basis of what pupils already know, understand and can do. Teachers and coaches show a detailed understanding of PE and sport and communicate this effectively. Specialist coaches and volunteers are deployed effectively by teachers to provide high-quality sports coaching and advice on how to improve performance.
Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.		Relationships are good and expectations are high. Pupils improve their fitness and health as a result of good teaching. Time in lessons is used effectively to engage all pupils in vigorous, physical activity for sustained periods of time and to promote their physical fitness.
Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.		Pupils of all abilities are fully included and challenged to achieve their best because learning is planned on the basis of what pupils already know, understand and can do. Teachers and coaches show a detailed understanding of PE and sport and communicate this effectively.
Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.		Assessment procedures are firmly established in all key stages and are applied consistently to monitor pupils' progress and inform future planning. Teachers and coaches assess how well individual pupils are progressing and identify those who need further challenge or additional support.

<p>Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>		<p>Pupils of all abilities are fully included and challenged to achieve their best because learning is planned on the basis of what pupils already know, understand and can do. Teachers and coaches show a detailed understanding of PE and sport and communicate this effectively.</p>
<p>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p>		<p>Pupils’ enjoyment of PE is shown in their positive attitudes and regular participation in lessons and extra-curricular sport. They acquire the skills needed to organise sport and physical activity for others. Links with other subjects and good partnerships with schools, clubs and sports organisations enhance pupils’ learning and participation in PE, sport and physical activity.</p>
<p>Reading is prioritised to allow pupils to access the full curriculum offer.</p>		
<p>A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.</p>		
<p>The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives</p>		



them the foundations for future learning.		
Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.		

<b>IMPACT</b>		
<b>NEW HANDBOOK</b>	<b>EVIDENCE</b>	<b>OLD SUBJECT CRITERIA</b>
<p>Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.</p>		<p>Sufficient curriculum time for PE has been secured to promote regular participation and enable all pupils to achieve well.</p> <p>Boys and girls of all ages, abilities and interests acquire new knowledge and skills at a good rate and develop a good understanding of PE and sport.</p> <p>They practise skills by themselves, in small groups and teams, without the need for much guidance or support.</p> <p>They apply these skills in a wide range of activities and situations, and achieve a high level of performance.</p>
<p>Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.</p>		<p>Pupils' enjoyment of PE is shown in their positive attitudes and regular participation in lessons and extra-curricular sport. They acquire the skills needed to organise sport and physical activity for others.</p> <p>They have a good level of physical fitness and understand the importance of this in promoting their long-term health. They are able to remain physically active for long periods of time and lead healthy lifestyles by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.</p> <p>In primary schools, most pupils can swim 25 metres and know how to remain safe in and around water by the end of Year 6.</p>
<p>Pupils' work across the curriculum is of good quality.</p>		<p>Pupils' enjoyment of PE is shown in their positive attitudes and regular participation in lessons and extra-curricular sport. They acquire the skills needed to organise sport and physical activity for others.</p>
<p>Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.</p>		<p>PE makes a good contribution to whole-school priorities, including literacy and numeracy policies.</p>

## **Part I: Preparing for a subject specific deep-dive: PE**

### **Resources (to have at hand)**

- PE self-evaluation report or PE development (action) plan
- Long / medium term planning, including your progression map (skills; knowledge)
- Examples of pupil's work across year groups (at least from say EY / KS1 / KS2), including sequential learning

*(When responding to any questions, try not to focus solely on 'describing' what you / colleagues have been engaged in, BUT: what has been the impact / outcome of any actions.)*

### **Notes from a 'deep dive' that was undertaken during the academic year 2019-20**

#### **What it involved:**

- 25 minute with PE subject leader
- 2 x 45 minute observations of P.E Specialist and Class Teachers modelling how recent CPD sessions are organised & quality of Teaching & Learning
- A meeting with pupils, 3 from each of the classes observed – chosen by the inspector.

**Questions asked during meeting** *(the Inspector stated towards the end of meeting that they would spend the rest of the afternoon trying to find evidence to support the statements during the meeting)*

- What would I expect to see in a typical PE lesson?
- How do you make sure the pupils make progress?
- How do I know that the teachers using the school's SoW will ensure that the pupils' make progress?
- How do you know the areas of PE in which the teachers need further CPD?
- If you were to leave the school (as you are a PE specialist) is the model you have in place – is this sustainable?
- Has the CPD that's been delivered made a significant contribution to teachers subject knowledge / ability to teach PE on their own?
- What is your model for CPD? How do you decide what to offer and have you had time to evaluate it's impact so far?
- How much choice do pupils have over what topics / sports that they would like to learn?
- How do you structure your swimming? What is the % of children hitting the requirements by the end of Y6?

### **Questions asked to class teachers during the learning observations o Is this normal?**

- Explain the standard of P.E here to me?
- Is it useful to have a PE specialist on the staff?
- Explain to me how this topic/Scheme of Work will help all pupils' to progress?
- Have you got better at teaching P.E? How does CPD work in P.E at the school?
- Would you be confident to teach this topic (Handball) independently now? (it was lesson 6 of the CPD cycle)

### **Questions asked to pupils during the lesson**

- Do you have P.E with Ms X. and Ms Y. every week? Is this normal?
- If you get really good at this – what will be your next challenge?
- What do you need to do to make sure you complete this challenge?

### **Some additional questions to consider**

- Can you describe PE provision in your school?
- What is the progression of skills like in PE? (e.g. is it based upon key skills rather than sport specific?)
- An example: re: invasion games: )
  - Y1 children were initially exposed to playground games to develop skills of tactical decision making;
  - Y2 begin to look at sending and receiving during multiskills units;
  - Y3/4 cover units of work based around throwing and catching games (netball, basketball, handball, tag rugby) in a general sense of the transferable skills;
  - Y5/6 are exposed to the traditional sports and competition now skills are fully secured.
- How do you know children have made progress in PE? (e.g. consider making reference to pupils in the year groups that you will be observing during the inspection)
- Do you have good knowledge of the skills and capabilities of both staff and pupils?
- What support do you give to members of staff who need a bit extra within PE?
- What CPD have all staff received in regards to INSET or staff meetings?
- Have your staff been going out for CPD opportunities and what impact has this had?
- How have you decided what CPD is required?
- Have you undertaken an audit of staff needs with regards PE subject knowledge and if so what have you put in place / and what has been the impact of this?
- How have you used the Sport Premium funding and what impact has this had?
- What makes your PE curriculum different?
- What additional PE activities are run either during / at the end of the school day? And what is the take up by B / G / SEND / PP / MA / LA pupils?
- How does PE contribute to the development of the whole child and their cultural capital?
- How does PE link to the school's values?
- What does PE offer pupils that other subject areas doesn't?
- What are you proud of achieving in your PE offer in recent years? o How does PE bring your community together?

- What sporting events are held over the school year? o What external links with sports clubs does the school have?
- Have you run any sessions for parents / carers and if so what was the impact of these?

## **Annex 1: PE – Outstanding (in ‘old’ money<sup>2</sup>)**

### **Achievement**

- Boys and girls of all ages, abilities and interests acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE and sport.
- They practise skills in a wide range of activities, by themselves, in small groups and in teams, and apply them in selected activities to achieve exceptionally high levels of performance.
- Pupils are physically fit. They eat sensibly, avoid smoking, drugs and alcohol and exercise regularly. They can remain active for sustained periods to help promote their health and fitness.
- They think for themselves, take the initiative and become excellent young leaders by organising and officiating sport events for others. They motivate and instil excellent sporting attitudes in other pupils.
- Pupils show exceptional levels of originality, imagination and creativity. They know how to improve their own performance and work for extended periods of time without the need of guidance or support.
- Pupils develop a passion for and a commitment to the subject. They eagerly participate in all lessons and engage fully in extra-curricular sport.
- In primary schools, almost every pupil can swim at least 25 metres and remain safe in and around water by the end of Year 6.
- Achievement in core PE, GCSE, BTEC and other awards is consistently high. A high proportion continues to study and participate in PE and sport in the next stage of their education.

### **Teaching**

- Enjoyable and highly effective learning is promoted through excellent relationships, regular praise and feedback. Teachers enthuse, motivate and inspire pupils to achieve their very best.
- Pupils secure outstanding progress because teachers and coaches are organised and well-planned. They use their extensive subject knowledge and expertise to show pupils the step-by-step stages of learning new skills, and how to apply skills in different activities and situations. They question pupils to check their understanding and provide expert advice on how to attain exceptionally high levels of performance.
- Expectations of all pupils are consistently high. Pupils are challenged to work their hardest, even when they begin to tire and are encouraged to find their own ways of improving their performance.
- The pace of learning is rapid. Time in lessons is maximised to engage all pupils in vigorous, physical activity. Pupils are physically active for sustained periods of time.
- A wide range of equipment and resources, including computers and video technology, is used to enable pupils to enhance their learning and performance.
- Pupils’ progress is systematically checked throughout all key stages. Assessment data is used by teachers and coaches to plan further challenges for more able pupils and provide additional support for the less able.

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<sup>2</sup> Ofsted Dec 2013

## **Curriculum**

- An imaginative and stimulating PE curriculum provides all pupils with an outstanding range of opportunities to participate and excel in PE and sport. Participation rates are very high. Competitive sports fixtures are played at an exceptionally high level.
- The PE curriculum is highly inclusive. It is skilfully designed to meet the needs and interests of all pupils, including disabled pupils or those with special educational needs, those for whom the pupil premium provides support and for the most able pupils. It is suitably adapted to enable significantly overweight pupils to engage fully in physical activity and encourage them to lead an active, healthy lifestyle.
- The PE curriculum is complemented by an outstanding range of traditional and new, alternative sporting activities before, during and after school that captures pupils' interest and enthusiasm and nurtures a life-long commitment to participation in sport and physical activity.
- Primary schools provide regular swimming lessons to enable all pupils to exceed minimum expectations for swimming by the end of Key Stage 2.
- Well-established partnerships with schools, clubs and sports organisations make an excellent contribution to extending the range and quality of opportunities provided for pupils.
- Pupils have at least two hours of core PE lessons each week in all key stages. In schools with significantly less than this in any key stage, all pupils are provided with extra activities during and after school to enable them to make outstanding progress and attain exceptionally high standards.
- Secondary schools provide an excellent programme of examination courses in PE and sport, qualifications in sports coaching and officiating, and awards in sports leadership.
- Outstanding links with other subjects including English, mathematics and science strengthen pupils' learning in PE.
- Rigorous curriculum planning ensures that PE makes an outstanding contribution to pupils' social, moral, spiritual and cultural development.

## **Leadership & Management**

- Leaders articulate a clear vision for the subject. They show a relentless commitment to improving provision and achievement.
- Leaders inspire and enthuse staff and motivate pupils of all ages and abilities to engage fully in PE and do their very best.
- PE has a high profile. There is a strong sporting ethos in the school. Leaders have convinced headteachers and governors of the importance of sufficient time for PE by illustrating how time is used effectively to achieve outstanding outcomes for pupils.
- There is an outstanding track record of innovation and improvement. Leaders are expert practitioners, well informed by current good practice and research in PE and education generally.
- Self-evaluation and improvement planning are accurate and detailed. Rigorous lesson monitoring, staff training and the sharing of best practice have eradicated weaknesses in teaching and made it consistently good and regularly outstanding.
- Clear guidance is provided for all teachers and coaches about assessing pupils' progress, and using this data to raise achievement in PE.
- Highly productive partnerships with other schools support the school's work. Pathways into community sports clubs are firmly established. Young leaders are used well to organise sport and play for others.
- PE makes an excellent contribution to whole-school priorities, including literacy and numeracy policies.

- Governors are highly supportive of the aims and vision for the subject, and promote and celebrate the school's successes in school sport.
- Primary school leaders, including governors, ensure that new funding for PE and sport is used exceptionally well to improve the quality of provision, including regular and sustained participation in PE and sport.



## ***Annex 2: Meeting the needs of pupils with SEND***

### ***Notes taken from***

#### **Teacher Handbook SEND – Embedding inclusive practice (January 2024)**

<https://nasen.org.uk/resources/teacher-handbook-send>

#### **Planning inclusive lessons**

- In the first instance the purpose, process and products of the lesson (the learning journey/intent) need to be clearly articulated to learners and time taken to ensure all learners understand the journey ahead.
- Connection making can reduce a learner's fear of the unknown and can make them more ready to engage in the learning.
- Always present connections in a clear manner, verbally and visually; some learners will likely require a scaffold, for example a visual representation or key vocabulary, in their books that they can refer to at the start of each lesson.
- As all foundation subjects are often only an hour or so a week (out of 25 hours of lessons), some learners are likely to need a reminder of what they are learning about at the start of a lesson, and where it sits within the learning sequence as well as where it sits in relation to other relevant subject specific contexts and knowledge that it is building upon, prior to a whole-class retrieval starter activity.

When planning inclusive lessons, teachers need to consider how they can enable pupils to engage with the new learning:

- Are you connecting previous learning - are there prior skills or knowledge that learners can build on in this unit of study?
- Are there key words whose meanings they need to be able to understand in order to be able to engage with the core concepts being taught?
- Are there pre-requisite skills or knowledge that are required to be successful, e.g. in **History: do pupils need a clear understanding of the difference between primary & secondary sources?**

#### **Task:**

- *Have you identified the key subject specific words for each of the topics that pupils will learn during each year and how/when are these made available to pupils?*
- *What subject specific skills will pupils need to know and understand prior to the start of each new topic? And how will you ensure that pupils will be able to practice these?*
- Explicit instruction needs to be carefully planned for learners with SEND.
- New material needs to be delivered in small steps, with teachers considering how much information is presented at any one time.
- All new material should be presented both verbally and visually (dual-coded) wherever possible.

- High-interest, engaging materials such as images or short documentary clips can provide a strong start to a lesson, e.g. in **Geography** a short clip of an erupting volcano can help learners begin to understand the impact of an eruption the surrounding area.

**Task:**

- *Have you identified for each topic 'high-interest, engaging materials' that will be accessible to all pupils?*
- Less confident learners will benefit from having access to content of a time period prior to reading as this can motivate and support them when working through what may for them be challenging texts.

**Task:**

- *How do you make available to all pupils resources to support them prior to the introduction of each new topic?*

**Modelling and scaffolding are key components of an inclusive lesson.**

- Learners benefit from seeing the teacher model the application of for e.g. in **Art & Design** of skills in connection with subject content and watching a teacher perform 'live' research and live writing.
- A teacher / assistant 'thinking aloud' whilst modelling writing tasks can support learners when they progress to independent practice.
- Modelling should be a planned part of every lesson, with further modelling and/or scaffolding as needed when identified through formative assessment in a lesson.
- Given that for almost all foundation subjects, lessons are usually spread apart over a week/fortnight, it is crucial that new learning is recapped at the start of the following lesson. Teachers should also ensure, wherever possible, to address any misconceptions within that lesson. Misconceptions that are observed through marking between lessons can be addressed through short videos uploaded on a virtual classroom between lessons and/or at the start of the next lesson.
- For some learners with additional learning needs, misconceptions can become embedded in their understanding, impacting further progression. It is therefore vital that misconceptions are addressed directly at the earliest possible stage. It will often be beneficial to address these misconceptions in small groups or with individuals to check understanding.

**Task:**

- *Have you identified what 'may be' the common misconceptions that teachers and assistants need to be aware of prior to the start of each new topic? (e.g. in **Geography** it's not uncommon for pupils to be clear about the differences between: ocean; sea & channel. In **Science**, it is frequently: permeable; porous; pervious & absorbant.)*

**Teaching strategies that can support learners in answering whole-class questions in lessons are:**

- Additional processing time, e.g. provide questions to learners in advance of the discussion • Visual prompts
- Co-constructing answers with peers, e.g. Think - Pair - Share
- Pre-teaching content ahead of the lesson
- Mixed-ability groupings
- Communication aids

- Sentence frames and/or sentence starters with explicit reference to language function (specific to **Scientific** skills, e.g. hypothesising, summarising, evidencing).

### Strategies to Scaffold Learning

How to support learners who struggle to access lessons because of literacy difficulties?

- Encourage oracy; talking about writing first and unpicking tricky words results in better understanding and written fluency. Think, Pair, Share tasks are essential, and enabling learners with SEND to succeed here by seating them near a student who is more confident with speaking would be an asset.
- Provide sentence starters and key word banks, ideally as a generic 'literacy mat' which can be used alongside knowledge organisers to embed common styles of geographical writing.
- As evaluation is a key skill it should be built into all topics. This is often challenging for pupils, especially those with SEND. Showing learners how to evaluate using models, guided examples on a visualiser, and guided reading are very helpful. Using an evaluation prompt, such as the one below, can be very useful to enable the students to apply their own ideas to the evaluation.
- Remember that **Historical; Geographical & Scientific** literacy is often high level. Consider your own use of tier 2 and 3 language in explanations; make links to everyday language and ensure your use of tier 2 and 3 language is accessible. Regularly check understanding of learners with SEND through questioning.
- Provide visual aids to enable learners to identify, for e.g. in **Art & Design: artists and their work, as well as to identify equipment and media; Design & Technology – the tools and techniques they will be expected to use / perform; Geography – rivers around the world; different building styles and materials / rural and urban environments; History – images of where in the world specific events took place and of the people involved.**
- Use frequent modelling to show learners how to structure sentences but keep it achievable; it is better to model an imperfect answer and ask the learner to suggest improvements than to model an unachievably high-quality response. This is especially important when preparing for assessments and giving feedback, so learners clearly understand how they can achieve an excellent answer and improve their own.
- Using extended guided reading in lessons is an essential way of enabling all learners, and especially those with SEND, to access the content effectively. Articles should be adapted where necessary, and often it is more effective to write pieces bespoke for the topic you are doing. The process of delivering these in class is also important to get right, and there is an example of a Highly Intentional Process below, Figure 1, page 4. (Figure 2 on page 5 is a task for the subject leader to complete)

**Figure 1: Highly Intentional Process - Guided reading in Geography Lessons**

HIP stage	Activity	Rationale/ notes	Sample Language
0: Homework to learn vocabulary (1 week before the reading)	In the week before the reading is used, set a homework assignment where the vulnerable students (or all of the students) are given a copy of the key vocabulary to learn. This should also be shared with the EAL/SEN/Literacy coordinators and TAs where relevant	This reduces the cognitive load for the students when the reading happens in class, and enables them to have a deeper understanding of the text as it is read	This homework is important so that we can make the most of the reading time next week. It will also enable you to tackle the task we do following the reading and succeed with this.
1: Pre-teach vocabulary (1-3 mins max - be careful not to spend too long)	Using the glossary, which is found at the start of the article, Select up to 5 pieces of tier 2 or 3 vocabulary from the article. Teach it directly, giving a simple definition and one or two sentences using the word. Ensure that you make the pronunciation of the word clear. Some teachers may want the class to repeat the words back to them - this will depend on your class dynamic.	Teach briskly - limit the number of questions. Word choice and definitions must be preprepared - it is very difficult to make up on the spot and retain clarity.	This word is .... Say it back to me (my turn your turn) It means ..... It might be used like this (example 1) Or like this (example 2)
2: Preview the article (1-3 mins max - be careful not to spend too long)	Explain to the students what the article will be about, and what content it will cover. Teachers should also explain WHY the article is being read - this is important metacognitively - and could be related to why the knowledge is important, but also what they will be using the knowledge for afterwards (eg extended writing/ comprehension questions)	Helps students feel secure before reading, and be more likely to understand Head off any likely misconceptions re particularly difficult words, ideas or concepts	We are going to learn from an article about.... Some of the things it will help us to understand are... Look out for the section about.... Basically, this means that .....
3: Teacher reads (approx 15 mins but will vary)	Teacher reads from the article with enthusiasm and clarity. Teacher uses this stage to inspire the class: invite questions, explain things, check understanding. As you read each paragraph, scroll through the visual prompts on the board. Do explain these but not for more than 15 seconds to try not to break the flow of the reading too much. Depending on the class, their confidence and your feeling, you may also want to try 'jump in' reading. This is when the teacher pauses on a word of note (often those in the glossary) and the whole class repeats it out loud. If going on to do extended writing, the students should highlight sections which are relevant to the question they will be answering. If doing comprehension questions, this is not needed as questions will be numbered to match paragraphs and students should have to look and re-read sections to find answer.	Allows teachers to teach and inspire Provides another opportunity to check and address misconceptions The jump in reading can aid in concentration and tracking, and also enhance the ability of students in their pronunciation of the more challenging and relevant key terms	Now's your chance to check that you understand, and ask any questions you may have.

**Figure 2: Highly Intentional Process - Guided reading in xxxxx Lessons**  
**(This is a task for you to complete)**

<b>HIP stage</b>	<b>Activity</b>	<b>Rationale/ notes</b>	<b>Sample Language</b>
0: Homework to learn vocabulary (1 week before the reading)	In the week before the reading is used, set a homework assignment where the vulnerable students (or all of the students) are given a copy of the key vocabulary to learn. This should also be shared with the EAL/SEN/Literacy coordinators and TAs where relevant	This reduces the cognitive load for the students when the reading happens in class, and enables them to have a deeper understanding of the text as it is read	This homework is important so that we can make the most of the reading time next week. It will also enable you to tackle the task we do following the reading and succeed with this.
1: Pre-teach vocabulary (1-3 mins max - be careful not to spend too long)			
2: Preview the article (1-3 mins max - be careful not to spend too long)			
3: Teacher reads (approx 15 mins but will vary)			

### **How can I support learners who struggle to retain vocabulary?**

- Print knowledge organisers including word banks and visual supports for learners with SEND who need them as a reference in every lesson.
- Use retrieval practice at the start of lessons to revisit key words, identify and repeatedly focus on the most important tier 3 vocabulary. Use oracy strategies; learners are more likely to retain words between lessons if they are able to use them verbally in sentences. This will include questioning to probe learners to retrieve the correct word.
- Ask learners to highlight where they have used key vocabulary in their sentences in order to recognise and reinforce this skill.

#### **Task:**

- Have you identified key vocabulary / terms for each topic and do all pupils have access to these before and during lessons?

### **How can I support learners who struggle to access lessons because of numeracy difficulties?**

- Work with colleagues to embed geographical numeracy in the curriculum, so that learners come to expect it as part of geography lessons, e.g. mean, median, mode, range and interquartile range
- Work with colleagues in the maths department to ascertain how and when mathematical skills and concepts are taught. If there are resources learners use to scaffold their learning in maths, ensure they have access to them in geography as well.
- Allow the use of calculators. As they are always permitted in geography exams, they should also be available in lessons.

#### **Task:**

- Have you worked alongside the subject leader for Mathematics to identify where learning in the subject you lead can support pupils numeracy?

### **How can I support learners who need additional time to develop conceptual understanding?**

- What will hold learners back if they don't understand it? Identify what the 'threshold concepts' in each topic are, e.g. democracy; evaluation; analysis & composition and refer to these concepts in some way during every lesson.
- Give examples of the same concept in different contexts. Try to personalise this or use examples from the news/ media/local area, at least something that is 'relevant' to the pupils. This is a vital part of effective teaching, with teachers regularly referring to recent events to engage the learners, and encourage them to go and seek out information themselves independently.
- Plan specific hinge questions you will ask learners, to ensure you can evaluate the extent to which each learner is understanding. Probe learners to go beyond three-word responses to questions.
- Anticipate misconceptions and when they arise in lessons, challenge them quickly; include them in your explanations.
- Ensure that all resources are uploaded for all lessons and homework and revision onto a suitable electronic platform, e.g. Google Classroom, and clearly labelled so that learners, support staff and families can access these remotely and at any time. This will enable learners to recap work and concepts where they need to and want to.

**Task:**

- Have you identified in advance of a topic the key questions which you will want to ask of pupils – questions that address not only: who; what; where; when; why and how as well as: similarities / differences; cause & effect; rank in order of importance; synthesise your responses, etc

**How can I support learners who struggle with attention?**

- Plan seating arrangements carefully. Consider the use of proximity for learners who need prompting. Also, ensure learners are sat away from distractions - these could be environmental, e.g. windows next to a playground, or relational, e.g. peers.
- Share the big picture of the lesson but also show examples of the outcome so that learners can visualise what the overall aim is.
- Chunk lessons into distinct episodes of explanation, modelling, practice, feedback, etc. so that learners have a structure to expect. Represent these parts of the lesson on a visual timetable, which you refer to throughout the lesson.
- Plan in active breaks and opportunities for learners to move during lessons.
- Use behaviour-specific praise to reinforce effort and focus.

**Task:**

- Re: a visual of the outcome expected of pupils – do you have / are you starting to build up examples from 'past' pupils as to what a 'good' example would be to share with pupils?

**How can I support learners who struggle with change and transition?**

- Predictable classroom routines are vital, with well-planned and structured lessons with clear expectations.
- Build trust through positive interactions and praise.

**How can I support learners who struggle with fine motor skills?**

- Consider using frames or adhesives (e.g. in **Art & Design and Design & Technology**), **masking tape**) that hold down learners' work to surfaces in cases where learners may struggle to hold a resource in place. Provide learners with larger scale materials to work on and gradually decrease the scale as they acquire greater control.
- Encourage learners to experiment with different media, for e.g. in **Art & Design** - when drawing offer chunkier graphite sticks as well as soft 'B' range pencils. Similarly, offer a range of painting application media – some learners may prefer a sponge to a brush or may even use their fingers at times.
- Plan each lesson well in advance, to consider points where learners may struggle and allow for adult guidance accordingly. Use of scissors can be a source of frustration for some learners and wider-handled or easy grip scissors can be a useful aid.
- Engaging in art and design activity is great for helping build fine motor skills for all children. Learners will enjoy and benefit from using malleable media such as clay or air dough.

**How can I support learners who need additional time to develop conceptual understanding?**

- Provide opportunities for small group learning either before (pre-teach) or during the lesson. This will support learners and allow time to ask questions or explore resources alongside adult intervention. These opportunities are part of the repetition process needed to maximise capacity to build up conceptual understanding.

- Take time to model and demonstrate each element of a process, allowing learners to develop their understanding through a step by-step approach. This will benefit all learners as it allows for an active participatory approach.
- Showing outcomes from the previous lesson's work can be a useful memory aid.
- Have visual aids in the form of worked examples that the learners can have to hand when completing independent tasks.

**Task:**

- Do you have / are you building up a bank of examples of 'finished' work to share with pupils, so that they can visualise the learning process / journey?

**How can I support learners who struggle with attention?**

- Starting off each lesson with a 'hook' - a question or image which inspires curiosity - can help engage learners. This is most effective when two to three questions are displayed, at varying levels of complexity, with learners invited to choose and engage with one of the questions. It could be helpful if the hook has a link to their own context so that learners have a concrete reference point.
- A 'chunked' approach alongside cognitive shifts can aid attention and focus. For example, after having read independently for a set amount of time, learners can then discuss in small groups before writing an answer to a set question in their books. Having a dual-coded lesson plan with known images for the different parts of the lesson and time allocated can support learners in engaging in each component of the lesson.
- Develop tasks that keep pupils engaged in their learning, e.g. if showing a video clip, provide learners with phrases to listen for or key questions to answer.

**Task:**

Do pupils have access to a resource (e.g. pen / pencil / paper) when observing a video / images which has key words / questions (e.g. who: what; where; when; why and how) to focus their notes?