

## School PE and Sport

### **What makes pupils want to take part in sport?**

- Fun and enjoyment have been reported as the main reasons that pupils take part in physical activity.
- Being with friends and the sense of belonging to a team and achieving also encourages pupils to take part.

### **What do the best schools do?**

#### More able pupils are challenged through:

- Teachers having a good understanding of the needs of more able pupils based on accurate assessments of their progress;
- Teachers and coaches having high expectations of pupils and planning lessons so that no limits are placed on achievement;
- Teachers knowing how and when to introduce new skills and providing time for pupils to practise and secure new skills;
- Being set challenging personal targets and receiving high-quality advice on how to reach them;
- Teachers checking pupils' learning by asking them to explain what they are doing and how they can improve;
- Being expected to attend clubs either during lunch or after-school, to practice and reinforce what they learn in lessons;
- Participating in inter- and intra- school events, enabling the most able pupils to improve their performance and leadership skills; and,
- Participating in coaching sport alongside teachers and leading other pupils in small group work.

#### Pupils are engaged in vigorous exercise for sustained periods of time:

- Fitness, health and well-being are a priority, with pupils working hard and learning the value of strenuous exercise in improving fitness;
- Warm-ups include high intensity, short duration exercise, testing pupils' speed, stamina, strength and flexibility;
- Learnt skills are repeated at pace and in competitive play;

- Learning about health and avoiding risks such as smoking, drinking and drugs is reinforced through Personal, Social, Health and Economic (PSHE) education and science lessons; and,
- Teachers liaise with parents/carers and local health services to ensure overweight/obese pupils receive support to keep them active and healthy.

Pupils leave primary school able to swim at least 25m when:

- Teachers gain head teacher and governor support to provide regular swimming lessons;
- Good links are established with other schools and leisure services to ensure sufficient pool time to teach swimming;
- External swimming instructors keep records of individual pupil progress, identifying which pupils need further lessons; and,
- Swimming lessons are continued after pupils attain minimum levels.

Teaching is outstanding and pupils make better progress when:

- Schools deepen teachers' subject knowledge:
  - Primary schools build staff confidence and competence through liaising with school sport coordinators and specialist coaches;
  - Commercial resources are used to improve the quality of teaching in skills such as gymnastic, games and dance;
  - CPD for non-specialist teachers helps them to plan learning and assess pupil progress;
  - Teachers plan collaboratively, using guidance from subject leaders; and,
  - Training by coaches from local clubs and national governing bodies provides teachers with guidance on how to teach games and other activities.

Strong assessment builds an accurate picture of pupil progress in schools which:

- Collate and review assessment data to assess progress and provide additional support; and,
- Share assessment data with pupils so that they can check their progress against targets.

Good practice is shared through:

- Regular lesson observations, providing feedback on what went well and what could be improved;
- Target-setting where improvements are needed, with training and observations used to achieve those targets; and,
- Colleagues sharing resources and ideas and best practice.

Practice in the curriculum is outstanding when:

- Sufficient time is allocated to PE:
  - Primary schools provide two hours of timetabled PE each week;
  - Regular swimming lessons are provided in primary schools to ensure all pupils can swim 25 metres;
  - After-school clubs and events are supported by coaches, parents and other volunteers, enabling inter-school competition;
  - In secondary schools, two hours of PE is seen as the basic level of entitlement;
  - Pupils and teachers in secondary schools value the core PE curriculum;
  - PE qualifications are offered in addition to core provision;
  - The PE curriculum is complemented with a range of activities before, during and after school; and,
  - Monitoring of participation in extra-curricular activity enables teachers to provide additional programmes for those not engaging, including those with special educational needs and disabilities (SEND) and obese pupils.
- Activities are taught in depth:
  - Schools balance maximising participation and generating elite performance;
  - High-quality teaching and competitive activities enable pupils to apply skills in extra-curricular sport;
  - Specialist coaches work with teachers in lessons and extra-curricular activities;
  - A range of activities are provided during curriculum time, balanced with time for pupils to learn and develop specific skills; and,
  - Pupils identified as showing early talent are encouraged to join local clubs.

Leadership and management are outstanding when:

- Primary school head teachers observe PE lessons to identify strengths and weaknesses;

- PE is valued by head teachers and governors, inspiring teachers and pupils; and,
- Subject leaders accurately assess the strengths and weaknesses of PE by:
  - Driving forward improvements in PE, preparing work plans for non-specialist teachers and supporting their teaching;
  - Providing honest and thorough self-evaluation to implement and monitor plans to raise achievement;
  - Observing lessons and providing support;
  - Establishing assessment procedures and regularly measuring pupils' progress;
  - Knowing current developments and gaining the full commitment of other teachers and external coaches and organisations; and,
  - Ensuring PE and sport is of high profile both within and outside the school.