

# Inspecting primary school PE and school sport: new funding

Briefing for section 5 inspection

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## Background

1. In April 2013, the Government announced new funding of £150 million for physical education (PE) and sport. This funding should be used to improve the quality and breadth of PE and sport provision.
2. Funding will be allocated to all maintained and state-funded schools with primary phase pupils, including: primary, middle, special and non-maintained special schools, academies and pupil referral units from 1 September 2013. A typical primary school will receive about £9,250 annually in the academic years 2013/14 and 2014/15.
3. Schools are free to determine how best to use this funding to improve the quality and breadth of PE and sport provision, including increasing participation in PE and sport so that all pupils develop healthy lifestyles and reach the performance levels they are capable of. Examples of how this funding might be spent are set out in annex A.

## Section 5 inspections of maintained schools and academies with primary-aged pupils

4. From 1 September 2013, inspectors will assess and report on how effectively this new funding is being used to improve PE and sport provision when making the judgement on the quality of the school's leadership and management.
5. Inspectors will use evidence gained from meetings with school leaders, including governors to assess the impact of additional funding on improving the quality and breadth of PE and sport provision. Inspectors may also use evidence from observations of lessons and/or extra-curricular sports clubs, and discussions with pupils. Inspectors may also review the details of a school's PE and sport provision on their school website prior to an inspection.
6. The *School inspection handbook*<sup>1</sup> and *Subsidiary guidance*<sup>2</sup> have been updated to include these changes.

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<sup>1</sup> *School inspection handbook*, Ofsted, 2014; [www.ofsted.gov.uk/resources/120101](http://www.ofsted.gov.uk/resources/120101)

<sup>2</sup> *Subsidiary guidance supporting the inspection of maintained schools and academies*, Ofsted, 2014; [www.ofsted.gov.uk/resources/110166](http://www.ofsted.gov.uk/resources/110166)

## Further guidance

7. Ofsted's most recent physical education survey, *Beyond 2012 – outstanding physical education for all*<sup>3</sup>, identified a number of common weaknesses and set out a series of recommendations for the improvement of PE in primary schools.
8. Further guidance for schools, including case studies of good practice, is available on the Department for Education website<sup>4</sup>.

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<sup>3</sup> Beyond 2012 – outstanding physical education for all, Ofsted, 2013;

[www.ofsted.gov.uk/resources/120367](http://www.ofsted.gov.uk/resources/120367)

<sup>4</sup><http://www.education.gov.uk/schools/adminandfinance/financialmanagement/primary/a00226267/effective-provision-of-pe-and-sport>

## **Annex A: examples of effective use of PE and sport funding**

It is up to schools to determine how best to use this additional funding. Some examples of how schools are intending to use this funding include:

- paying the most effective teachers an enhanced allowance to lead improvements in PE and school sport and provide staff training on how to teach PE well
- employing specialist PE teachers or qualified coaches to work alongside teachers in lessons to increase their subject knowledge and confidence in PE
- employing a specialist teacher or providing professional development for staff to lead after-school sports clubs for disabled pupils and those with special educational needs
- providing cover staff to release teachers for professional development in PE and sport
- procuring quality-assured professional training for staff to raise their confidence and competence in teaching PE and sport
- paying staff or external sports coaches to run competitions, or to increase pupils' participation in national school games competitions
- quality assuring the work of sports coaches and instructors employed to coach in PE lessons and after-school sports clubs
- buying into existing local sports networks such as school sport partnerships or community sports coaching initiatives
- pooling funding with other local schools to employ a specialist teacher to train existing teachers and teach PE across a cluster of schools
- pooling funding to employ qualified teaching assistants to provide regular sports tournaments, festivals and competitions for pupils of all ages
- employing expert advice to evaluate the school's current strengths and weaknesses in PE and sport, and implement plans for improvement
- providing places for pupils in after-school sport clubs and holiday courses
- engaging the least active pupils in after school activities, for example 'Change4Life' after school clubs
- providing high-quality training for volunteers, parents and carers, governors and adults other than teachers to run sports teams, after school clubs and assist in organising large school sports events
- providing training and payment for midday supervisors to introduce playground games at breaks and lunchtimes

- employing a local coach to provide weekly after-school sport on the school site and at the local club in the evenings, weekends and school holidays
- forging links with PE teachers in local secondary schools to help primary staff improve their PE and sports provision
- establishing strong, sustainable partnerships with local community sports clubs where no links have been made in the past
- establishing a house system to enable regular, inter-house sports competitions for pupils of all ages
- paying for transport, pool hire and instruction to provide additional swimming lessons (as opposed to existing arrangements made by schools to teach swimming as part of the national curriculum) for those pupils unable to swim by the end of Year 6
- in small, rural or city schools with limited indoor space for PE, paying for transport and access to indoor leisure facilities for weekly PE lessons
- providing extra, additional activities such as outdoor and adventurous activities
- introducing new initiatives such as basic movement skills in the Early Years Foundation Stage, or developing young sports leaders in Key Stage 2
- purchasing specialist equipment and teaching resources to develop a non-traditional activity such as rhythmic gymnastics or a new sport such as competitive cycling
- providing pupils who are gifted and talented in sport with expert, intensive coaching and support.