



## The New Inspection Framework in the context of PE, sport and physical activity

A guide for governors, head teachers and PE subject leaders

### Key points

- There'll be a greater emphasis on conversations with curriculum leaders than previously
- Conversations with pupils to "gauge their understanding and participation in learning", as well as their "perceptions of the typical quality of education at their school"
- Schools must offer a wide range of extra-curricular opportunities that enhance pupils' cultural development, particularly those from disadvantaged backgrounds.
- It aims to lessen the reliance on exam results as a measure of school quality by taking into account a school's broader curriculum offering.
- Be prepared to discuss your curriculum with inspectors using the 3 focal points (intent, implementation and impact)
- Show that careful thought has gone into your curriculum, and that it's applied and talked about consistently across the school

Section	Sub-section	PE, sport, physical activity actions	Questions for improvement
Quality of Education-Intent	Curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment	The PE curriculum should be well planned and sequenced across the school. Extra-curricular opportunities are considered part of the school curriculum.	Is it progressive? Is it tailored to the needs of pupils? Is it sport, skill or theme based?

<b>Quality of Education- Implementation</b>	Teachers have good knowledge of the subject(s) they teach	Teachers or staff teaching PE should have a depth of understanding that allows pupils to make progress in the subject.	Do teaching staff know the next progression of the activity they are teaching? Do they know how to adapt it for those making more than/ less than expected levels of progress?
	Leaders provide effective support for those teaching outside their main areas of expertise	Teachers who are not confident in any area of the PE curriculum should be supported to improve their practise.	Have staff been audited on confidence of specific areas of the curriculum? Has suitable training for ALL staff (not just the subject leader) been appropriate? How is the impact of training been judged?
	They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.	Assessment for learning should inform teaching in all PE lessons. Schemes of work or lesson plans should be adapted throughout lessons to ensure that lessons are challenging and accessible for all.	What questioning takes place in lessons? How are lessons adapted based on the responses? Is this recorded anywhere?
	Teachers and leaders use assessment well, for example to help learners 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 for staff or learners	Assessment should be in place in PE however it shouldn't be a burden and must serve a purpose. Progress should include physical as well as cognitive, social and health outcomes.	How is progress monitored over the course of a unit of work? What do you want pupils to achieve by the end of the unit and how is this recorded? What is the purpose of the assessment? Does it inform teaching or learning?

<b>Behaviour and attitudes</b>	[Learners are ] resilient to setbacks and take pride in their achievements	Resilience is a key component in PE and sport. Pupils must learn how to deal with setbacks which can be very explicitly referenced in PE; such as not being able to bounce a ball on a racket or not winning a race or game. Interventions such as The Daily Mile will clearly demonstrate improvement over time and achieving a ‘personal best’.	Is being resilient referenced explicitly in PE? What learning outcomes are used? Where are the opportunities to teach resilience in PE?
<b>Personal development</b>	the curriculum extends beyond the academic, technical or vocational and provides for learners’ broader development, enabling them to develop and discover their interests and talents	Extra-curricular activities should provide pupils with a wide range of sporting experience to try. These shouldn’t always focus on developing a team for a competition but can be run at lunch times with the intention of proving something which will appeal to all pupils including the least active. If space is a problem, classrooms can lend themselves to smaller activities such as yoga, Pilates or dance activities.	Is the extra-curricular offer inclusive? Does it appeal to all pupils including girls and those with SEND? Is space (or lack of it) effectively used?
	the curriculum and the provider’s wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy	Alongside PSHE, PE should make learning about physical and mental health explicit. Explaining how physical activity can improve health can form part of a plenary in a PE lesson or justification for physical activity interventions. There is also evidence that shows being physically active improves concentration and retention of information which should be made clear to pupils in terms of self-regulated learning and forming a long term relationship with physical activity.	What links are made between physical activity and physical/ mental in PE and PSHE lessons? How are pupils encouraged to lead active lifestyles to improve their mental health? What opportunities/ connections are facilitated by the school to enable pupils to be more physically active?
	the provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society;	Respect, responsibility and citizenship can be taught through the PE curriculum. Team games can be used as a teaching tool to demonstrate respect for the opposition and sports leadership can teach pupils valuable lessons about working in the community and giving their time for free.	Are there opportunities for pupils to volunteer as sports leaders? Do PE lessons discuss respect and responsibility? How are these demonstrated? Is respect for the opposition written into a policy for sports competitions?

	<p>Leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time.</p>	<p>All staff should be involved in making training decisions and appropriate time should be given to developing confidence in PE alongside other foundation subjects. Sport specific training such as gymnastics or dance should be offered alongside more pedagogical, assessment and theoretical training for all staff, not just the subject leader. Training should be delivered by experienced and qualified experts and rigorously quality assured. The subject leader should have time to develop PE as a subject and regularly audit the quality of teaching and learning in PE.</p>	<p>Where are staff strengths and weaknesses? What training is available locally and nationally? What checks are carried out to ensure training is being delivered by suitable providers?</p>
<p><b>Leadership and management</b></p>	<p>leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services</p>	<p>Working with the community lends itself well to sport. Inviting coaches from local clubs to come in and work with pupils and teachers will encourage pupils to engage with the club outside of school and share expertise with teachers. Sharing the school's facilities with sports clubs will increase pupils physical activity levels and provide sports clubs with access to a range of sites and equipment.</p>	<p>How does the school engage with sports clubs and use the expertise of coaches to improve the curriculum and extra-curricular provision? Is the school site used to its potential after school?</p>
	<p>[Governors] hold leaders to account for the quality of education or training</p>	<p>Governors should be aware of how the PE curriculum is delivered and how the school educates pupils to lead healthy active lifestyles. They should have an understanding of how the Primary PE and Sport Premium is spent and the impact it is having.</p>	<p>Does the PE subject leader meet with a governor? Are governors aware of the impact of the grant?</p>