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## **Inspector subject training guidance: primary physical education (PE)**

### **The purpose of this document**

This document has been created for training and supporting inspectors to conduct subject deep dives in schools. The training guidance provides a structure to explain variation in subject-level quality of education. It should be used in conjunction with handbooks for section 5, section 8 inspections of good and outstanding schools, and section 8 no formal designation (subject-specific) inspections.

### **Points to consider when examining the evidence:**

School leaders may not be able and should not be expected to articulate their intent **as it is outlined** in this document or to provide documents which neatly provide the evidence for these focus areas. Inspectors should always investigate claims that issues affecting quality of subject education are outside of the school's control. It should be evident that the issue has been identified prior to the inspection and that the school has taken steps to mitigate the ill effects. For example, in the case of text books, it should be clear that leaders have previously identified the issue and raised it with senior leadership, investigated funding, identified texts they would prefer, identified the specific weaknesses of the current text and taken specific action to mitigate against those weaknesses.

### **The structure of this training guidance:**

#### **The six focus areas**

These provide a structure to explain reasons for the quality of subject education as identified by inspection activities. Inspection activities are likely to be an iterative process as inspectors consider the evidence. Under each focus area there is one row and two columns.

**Column 1:** This is an outline of potentially stronger practice in the area each question explores.

It also provides likely responses and other evidence inspectors may encounter and gives explicit guidance on how to interpret these responses.

**Column 2:** This is an outline of weaker practice in the area each question explores.

It also provides likely responses and other evidence inspectors may encounter and gives explicit guidance on how to interpret these responses.

**Inspector Questions:** These are organising questions which, together, cover the relevant points inspectors need to investigate under each focus area. These questions serve as headings and are not designed to be asked of school leaders. There are examples of useful **school-friendly** questions inspectors might ask of people or the evidence to explain reasons for the quality of subject education. This is **not** a comprehensive list of questions which may be asked. Inspectors should use their own judgement but will find the school-friendly question suggestions useful.

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## **Six focus areas**

1. The school's understanding of progress in PE and how that informs its approach to the curriculum
2. The extent to which teaching supports the goals of the PE curriculum
3. The effectiveness of assessment in PE
4. The extent to which there is a climate of high subject expectations where a love of the subject can flourish
5. The quality of systems and support for staff development
6. The extent to which whole-school policies affect the capacity for effective PE education

## **Inspectors are likely to use the following sources of evidence in making their judgements.**

### They will generally use:

- interviews with subject lead (if there is one) and/or the appropriate senior leader
- curriculum plans
- pupils' work
- discussions with pupils
- interviews with teachers
- lesson visits, including conversation with teachers, if possible.

### Where appropriate, inspectors may use:

- the school's own records of lesson visits in the subject
- the resources available for teaching the subject (incl. school library, ICT facilities)
- the school's assessment policy
- assessment instruments, including mark schemes if there are any (not internal data)
- how the school provides pupils with feedback on their work
- how the school promotes the value of the subject, including via enrichment activities
- forms of support for inexperienced, non-specialist or struggling staff
- any support provided for the subject lead
- performance management's role in improving subject provision
- details of the timetable and staffing (including details of experience and qualifications of staff)
- school policies on teaching, assessment, homework, behaviour
- documents analysing strengths and weaknesses of the subject and any associated improvement plans.

**Focus area 1: The school's understanding of progress in PE and how that informs its approach to the curriculum**

**Outline of potentially stronger practice in terms of intent, implementation and impact**

NB: answers will take many forms. Below are common findings to look out for

**Outline of weaker practice in terms of intent, implementation and impact**

NB: answers will take many forms. Below are common findings to look out for

**Inspector question 1:**

**Scope:** How does the school understand what it means 'to get better' (progression) in the subject, and does the school give meaningful attention to all categories of knowledge in PE? Is the scope commensurate with that outlined in the national curriculum?

**School-friendly questions:**

- What is it to 'do' PE?
- How do you know pupils are getting better in PE?
- What types of knowledge do you value and promote as part of teaching? Why?
- How might PE lessons look different to extra-curricular sport and physical activity in terms of 'the what' of the session or club?
- How do pupils develop knowledge in different activities?
- How do you bring knowledge from different fields into the PE curriculum e.g. age-appropriate physiology?
- Does 'getting better' in PE look different to 'getting better' in extra-curricular sport or physical activity?

**Knowledge in PE can be categorised into substantive and disciplinary knowledge.**

**Substantive** -The facts of the subject that can be sub-divided into a 'know what' element (**declarative**) and a 'know how' element (**procedural**). Declarative and procedural knowledge are 'performed' differently.

**Declarative** includes propositional knowledge 'about' movement, including appropriately pitched knowledge of biomechanical, psychomotor, anatomical, sociological aspects that relate directly to physical activity and sport, e.g. knowing what a warm up is and what it looks like; knowing the positions in a game; or knowing the differences between different types of jump in gymnastics. Statements, descriptions and explanations linked directly to the content being taught that are communicated through spoken and written forms.

**National curriculum scope not taught.** Scope of content too narrow e.g. game based activities only, with limited/no opportunity for individual or non-competitive activities. *Curriculum requires re-balancing to be fully inclusive and ambitious.*

**'Sports taster' curriculum** – extensive breadth with very limited depth. Superficiality of learning experiences perceived by pupils and staff as little more than a sampling exercise. Length of unit does not provide enough time for progress in knowing more, remembering more and doing more. *Variety is important for motivation but variety with no time to learn is not enjoyable because limited proficiency is developed. The 'sports taster' curriculum could be because teachers have less subject and pedagogical content knowledge and feel 'safer' offering shorter units that do not ever reach more complex knowledge.*

**Procedural** includes knowledge 'in' movement, including practical knowledge of the nature and principles underlying human movement, e.g. being able to demonstrate a warm up, participating as a wing defence in netball, or being able to show what different jumps in gymnastics look like.

**Disciplinary** – knowing how knowledge is developed in PE, e.g. through purposeful play, experimentation, scientific enquiry or observation. For example, new knowledge of how to outwit an opponent in rugby might be developed through structured play in a modified game-based activity.

**Each pillar of progression below has a declarative and procedural component to it:**

**a) Motor competence:** Know how to safely and successfully complete movements and actions. Learning motor movements and linking them together cannot be divorced from the learning domain. The fundamental movement skills that form the building blocks of sport-specific motor movements contain flexible knowledge e.g. throwing, catching, running etc. but this knowledge is situated within each sport e.g. throwing a catching a cricket ball requires a different technique to throwing and catching a netball. The declarative element of motor competence involves pupils being able to describe using correct vocabulary what a movement is called, what it looks like when completed successfully and when it is used e.g. dribbling in hockey requires pupils to know how to hold the stick, what body position to be in, how to keep the ball close to the stick, where to look and how to stop. The procedural element is knowledge of how these movements are completed e.g. pupil performs a hockey dribble and shows what they know through their actions. *See Q2 for further detail.*

**b) Rules, strategies and tactics:** Know how to safely and successfully apply the conventions, rules, regulations, techniques and strategies that are specific to participation in the activity or sport at hand e.g. how to maintain possession in a game of football. Similar to motor competence, there are elements of knowledge that are flexible e.g. the concept of attack and defence within invasion games. The declarative element would be describing what the tactic, rule or strategy is called, what it looks like in practice and when it is used. The procedural element

**Weak rationale for activity/sport selection**, e.g. 'We don't have any staff confident to teach gymnastics so we don't offer that activity here.'

**Content is removed from the curriculum to suit school sport teams**, e.g. 'the School Games calendar dictates what we teach'. This could also mean shorter teaching units that are focused on performance and not on learning.

**Limited domain specific knowledge** e.g. types of motor movements required to be performed efficiently for success in a specific sport/physical activity have not been identified.

**Being active is enough** e.g. high levels of physical activity at a target heart rate with little value to educative elements of PE; 'we do the Daily Mile and that is enough for most of them'.

**Pupil choice dominates scope of curriculum** e.g. pupils select the activity/sport to be taught.

**Extensive focus on pupil enjoyment and activities they already participate in** e.g. 'we teach football each year because the children love it'. The curriculum should be designed to extend knowledge beyond pupils own experience.

**Adult-orientated activities primarily selected**, e.g. dominance of HIIT-style sessions. *Young people 'do' physical activity and sport differently to adults and the content that forms the curriculum should reflect this.*

**Discussion of knowledge and skills separate and framed as 'knowing' and 'doing'**. For example, 'some pupils can just do it, they can't tell you how, they just do it'. *If a pupil is replicating the movement/action accurately then they do know how they are doing it, they possibly just don't have the vocabulary to describe or explain it, know how to structure their communication, or do not value the describing and explaining element of PE.*

**Progression as development of generic skills** such as resilience, character and teamwork. *It is just as likely to encourage these positive features as it is aggression and social fragmentation, etc.* 'We measure how they progress in terms of confidence, effort and participation.' *This is*

is a pupil performing the tactic or strategy and through their actions showcasing their knowledge. *See Q3 for further detail.*

**c) Healthy participation:** Know the exercise and health benefits of the activity or sport, know how to participate in the activity and how to participate to improve success. Most knowledge will be domain specific e.g. what a warm up looks like in swimming and how it is completed. Some knowledge will be flexible e.g. the short-term effects of running around during activity and showing this through participation in the sport. *See Q4 for further detail.*

Scope must provide opportunities for pupils to develop increasingly complex declarative and procedural knowledge of motor competence, rules, strategies and tactics and healthy participation. This knowledge over time should become more sport and physical activity specific.

**Content depth is carefully considered for each unit,** e.g. activity/sport units are not 'shoe horned' into each term - longer units where required are developed with the expectation for pupils to acquire declarative and procedural knowledge across three progression areas.

*subjective and open to bias and provides inaccurate representations of what success in PE is.*

**Lack of appreciation of the declarative elements of PE:** 'As long as pupils can show me and do it – I am not really worried about the other stuff.' – *PE is a practical subject and should remain so but 'to show' is just one way of performing knowledge acquisition. PE is educative and other forms of knowledge articulation have a role.*

**'We want pupils to be lifelong learners – they need to have fun to want this.'** *Positive PE experiences might be a key mediator in the formation of predispositions towards lifelong participation in sport and physical activity but it is not the only determinant.*

**PE progression linked explicitly to performance in high stakes performance measures:** 'Good progress for us is more pupils representing the school in teams and who go on to achieve high profile sporting careers.' *This will depend on too many external factors beyond the PE department, including parental/carer support, extra-curricular tuition, etc.*

**Vague articulation of what progress looks like:** 'What distinguishes between the top and bottom is at the top their play is higher quality and they can talk about it better.' *Vague statements like this provide little insight in to the role of the PE curriculum – this could be a small percentage of pupils who participate regularly in extra-curricular activity.*

**Blurred boundaries between Physical Education, Physical Activity and Sport** – this could mean that PE is narrowed to only competitive sports, or only fitness sessions, and so certain knowledge is missed out entirely. Teachers need to confidently discuss the differences between the school sport offer, physical activity initiatives and the PE curriculum.

**Procedural motor competence dominates** e.g. pupils are engaging in movement and completing movements accurately but with little knowledge of why or when or how and a lack of appreciation of the other pillars of progression. *PE is the only subject in which pupils are educated through the physical but to be physically educated is more than 'just movement'.*

**Discussion centred around composite task** and not broken down into component pieces that, once practised and refined, ensure success.

**Inspector question 2:**

**Motor competence:** Does the school ensure wide-ranging and expanding knowledge of developing motor competence?

**School friendly questions:**

- How well do curriculum plans build broad-ranging motor competence knowledge?
- What movement patterns do you expect pupils to have mastered by the end of EYFS? KS1? KS2?
- How well do pupils recall the key points required for success in a movement they have previously learned?
- How strong is pupils' framework for transferring safe and accurate movements between activities?
- How well does the curriculum build on motor competence from key stages 1 and 2?
- Do pupils understand how and why movements are completed?
- What is it that you want pupils to be able to articulate and do by the end of Year 6?

**The curriculum should be planned so there is coverage of different forms of movement, applying in varying contexts, and that these develop in complexity,** e.g. games, dance, gymnastics, athletics, outdoor adventurous activities and swimming at key stage 2.

**Similar and contrasting activities selected taught to enable elements of transfer of flexible knowledge, revisiting and development of key concepts and content,** e.g. passing for power and accuracy, transferable concepts within invasion games such as netball, football and hockey, and also relevant to throwing and jumping events in athletics that necessitate increased power for a projectile/person to move further.

**Accurate procedural knowledge mastered in isolation prior to 'performance' of knowledge in pressurised situation,** e.g. where appropriate identifiable small steps to complete motor movement with sufficient practice prior to pressurised full context situation e.g. the smaller steps involved in a headstand identified and practised prior to completion of full movement or passing in football practised in pairs prior to modified game.

**Clearly identified substantive knowledge takes pupils beyond the knowledge they would be exposed to at home,** e.g. how to complete the movement pattern required to perform a headstand, including content relating to successful movement. This might include

**Lack of adapted versions of movement to consider pupils with varying motor competence needs,** e.g. expectations of movement mastery despite pupil individual limitations/needs. The curriculum needs to be ambitious but inclusive for all and so reasonable adjustments need to be made.

**Motor movements not broken down into component knowledge,** e.g. dribbling with a basketball will need to begin with successful bouncing of the ball whilst static – looking up and bouncing the ball at the right height prior to moving with the ball.

**Gaps in fundamental movement skills,** e.g. lack of subject knowledge to teach object control movements, including kicking, throwing, catching and stiking. *If these gaps are not closed, later more specialised movement patterns will be harder for pupils to demonstrate with success.*

**Over-emphasis on 'physical activity' at the expense of the other areas of knowledge,** e.g. over-focus on minutes physically active at the expense of, where required, high-quality explanations to refine movement.

**Assumed 'mastery' of movement from prior exposure to knowledge,** e.g. 'pupils were taught to pass last year so must still be able to do it'. The curriculum should revisit declarative and procedural knowledge prior to providing additional complexity.

<p>age-appropriate knowledge about stability e.g. make a triangle with your head and hands to stay balanced. Where possible, this knowledge is carefully linked to other similar sporting examples pupils have been exposed to e.g. wider feet position to stay balanced on a beam.</p> <p><b>All pupils taught increasingly complex motor movements</b>, i.e. simple motor movements develop into linked motor movements which then once relatively fluent can integrate additional complexity e.g. running, running with a ball at the feet (dribbling), dribbling and changing direction, dribbling beyond a defender etc.</p> <p><b>Fundamental movement skills form the bedrock of many sporting movements</b> – a secure foundation must be ascertained prior to additional complexity. High-quality teaching of:</p> <ul style="list-style-type: none"> <li>▪ locomotor skills, e.g. running, hopping, galloping, leaping</li> <li>▪ object control skills, e.g. striking, kicking, throwing, catching</li> <li>▪ stability skills, e.g. balancing, body rolling, bending, twisting.</li> </ul>	<p><b>Opinion that motor competence can evolve 'naturally' and requires no explicit instruction</b>, e.g. running movement patterns improves over time without the need for teaching. <i>The most efficient and mature forms of movement will require high-quality teaching, practice and feedback.</i></p> <p><b>Limited/no opportunity to revisit movements in a variety of contexts</b>, e.g. the conventions of successful catching are not transferred between activities/sports.</p> <p><b>Pupils cannot clearly articulate how to complete basic movement patterns</b>, i.e. lack of declarative knowledge and/or lack of focus on developing pupils' movement vocabulary.</p> <p><b>Pupils cannot accurately demonstrate basic movement patterns required to access the content of the curriculum</b>, i.e. lack of procedural knowledge, e.g. pupils cannot pass with accuracy and so focus on increasing speed of pass is not purposeful until accuracy has improved.</p> <p><b>Over-reliance on game-based activities to teach movement patterns</b>, i.e. knowledge of movement restricted to suit game situations when pupils would benefit from additional practice or refinement of a smaller element of the movement.</p> <p><b>Pupil physicality determines success rather than development of declarative and procedural knowledge</b>, i.e. taller or stronger pupils not demonstrating the correct movement technique but meeting the speed and/or power demands of an activity not challenged to demonstrate accurate technique.</p>
<p><b>Inspector question 3:</b>  <b>Scope and components:</b> Does the school ensure wide-ranging and expanding knowledge of rules, strategies and tactics?</p> <p><b>School-friendly questions:</b></p> <ul style="list-style-type: none"> <li>▪ How well do curriculum plans build broad-ranging strategies and tactics knowledge?</li> <li>▪ How well do pupils recall key movement points and demonstrate strategies and tactics studied before?</li> <li>▪ How well does the curriculum build on conventions, rules, strategies and tactics from key stages 1 and 2?</li> <li>▪ Do pupils understand how and why specific strategies and tactics are completed?</li> </ul>	
<p><b>Teaching of activity conventions, rules, regulations, strategies and tactics to enable participation, at the very least, in the activity</b>, e.g. pupils are taught the rules of a particular activity and they</p>	<p><b>Inability of subject leader to explain the reason why a sport/physical activity has been selected</b>, i.e. cannot explain that it is a good example of XYZ.</p>

can articulate and demonstrate these in action. Pupils should know what the rules are called, what that means in practice and show how they are adhered to.

**Similar and contrasting activities selected to enable transfer of flexible knowledge, revisiting and concept development to be present**, e.g. defensive strategies in football and how they compare to hockey.

**Clearly identified substantive knowledge takes pupils beyond the knowledge they'd be exposed to at home**, e.g. knowledge of different types of hockey tackle and when each is performed and how the safe technique is completed.

**Opportunities are taken to link substantive to disciplinary knowledge – these are mapped by the curriculum team in advance**, e.g. how new rules are developed in some sports/activities.

**Pupils' declarative and procedural knowledge becomes increasing complex over time**, e.g. declarative includes subject-specific terminology that is more complex e.g. accurate use of the word 'possession' during games as well as the expectation to demonstrate this knowledge physically.

**Pupils have relative fluency within the motor competence demands of the activity to sufficiently apply the rule etc.**, e.g. to demonstrate a correct attacking side line pass in netball, pupils need to be able to throw and catch with accuracy.

**Activity selection demonstrates a lack of awareness of the community of pupils the school serves**, i.e. activities solely decided based on teacher experience.

**Development of rules, strategies and tactics is only present as a pillar of progression within game-based activities**, e.g. the curriculum activities and sports that have been selected are predominantly games. Dance requires strategies to be successful and conventions to perform. Development of this pillar should not mean the curriculum becomes games dominated.

**Pupils do not have the motor competence to engage with the rules, strategies and tactics within an activity**, e.g. pupils do not yet have stroke efficiency in swimming and so will struggle to demonstrate accurate technique over 25m.

**Lack of subject knowledge and so no/limited knowledge of tactics, techniques, rules and conventions taught in the topic/unit**, e.g. pupils are not introduced to the conventions of the activity – the lesson or unit does not build on pupils' knowledge of strategies/tactics or rules of participation in the activity.

**Knowledge in this area focuses predominantly on declarative knowledge, lacking procedural knowledge acquisition**, e.g. pupils discuss different attacking strategies in a game but are not provided with the time to practice them.

#### **Inspector question 4:**

**Scope, Components, Rigour:** Does the school ensure wide-ranging and expanding knowledge of healthy participation?

#### **School-friendly questions:**

- How well do curriculum plans build broad-ranging health and exercise knowledge?
- How well do pupils recall health and exercise knowledge learned before?
- How strong is pupils' knowledge of what health, fitness and exercise mean?
- Do pupils' know the developmentally appropriate health and exercise related conventions of the specific activity they are participating in?



**Healthy participation knowledge including short- and long-term benefits of participation, factors impacting participation and how to participate to improve success are specifically related to the sport/activity being taught,** e.g. age-appropriate knowledge of why breathing rate increases when you start exercising, what being healthy means, how and where to participate to improve outside of school and the factors impacting participation, e.g. where you live, the weather etc.

**Clearly identified substantive knowledge takes pupils beyond the knowledge they'd be exposed to at home,** e.g. what types of exercise are important to be healthy.

**Domain-specific knowledge is taught,** e.g. a warm up in dance is different to a warm up in tennis.

**No/limited commitment to preparing pupils to lead healthy and active lifestyles by providing knowledge about healthy participation.**

**Pupils have a restricted view of 'health' which is not challenged through content coverage,** e.g. pupils link being healthy to 'being skinny', 'looking sporty', 'being really good at the sport/activity'.

**Curriculum content provides a narrow view of 'health',** e.g. games-dominated curriculum reinforces the training methods that are appropriate for games players.

**Knowledge of healthy participation is predominantly physiological.** Distinct lack of socio-cultural underpinning or discussion.

**No connection between curriculum topics and local opportunities to improve participation,** e.g. pupils lack knowledge of where or how they can participate in sport and physical activity outside of school.

**Knowledge of healthy participation is seen as an add-on,** i.e. pupils have a lack of evolving health and fitness knowledge for participation and performance because knowledge is not linked to the activity choices and is more of a 'bolt on'.

#### **Inspector question 5:**

**Components, Sequencing:** Does school planning consider component content and its sequencing to build knowledge over time and create 'readiness' for future learning? Is 'ambition' or 'challenge' considered in terms of identification of the knowledge, built over time, that will allow ambitious curriculum end points?

- a. within the lesson sequence
- b. within the topic
- c. within the year or phase

#### **School-friendly questions:**

- Show me a curriculum example where specific PE content is sequenced to enable pupils to be 'ready' for something more complex.
- What do pupils need to know and be able to do to complete (a named movement, tactic, apply a rule etc.)?
- Show me how your curriculum prepares pupils for a particular topic through the knowledge that came before it.
- Why are the activities/units sequenced in this order?
- What are the common concepts that pupils will return to throughout? How did you identify these?
- Is the sequence doing what you intended? Is the former transforming the latter?

- How does knowledge of motor competence, rules, strategies and tactics and healthy participation develop and become more complex over time?
- Are pupils ready for each new stage?
- Are pupils challenged? Can they all access that challenge?

**Building blocks of knowledge are identified and carefully ordered to develop over time and become increasingly complex**, e.g. principles of attack and defence during invasion games evolve to include knowledge about specific positions and basic formations.

**Knowledge is practised and refined prior to adding further knowledge or increasing complexity**, i.e. pupils have secure prior knowledge to access new/more abstract content.

**Declarative and procedural knowledge has been clearly and explicitly identified.** Key words, concepts and processes provide a clearly identifiable subject 'spine'. Subject knowledge becomes increasingly complex over time. Challenge for pupils is also in the form of increased transfer of knowledge into different sports/activities, e.g. attacking strategies across different games, and increased pupil independence as competence develops. All pupils are challenged in lessons.

**New content is explicitly linked to prior learning**, e.g. direct and explicit reference to step into a pass in football to create power as also needed to make a pass in hockey. Here the concept of increasing power through the speed of weight transfer is made explicit between activities.

**Core themes present, which enable transfer and development of knowledge coherently**, e.g. the concept of a safe warm up will look different in dance compared to tag rugby, but pupils can clearly articulate the components that make a safe and effective warm up, and can perform one by transferring prior knowledge and adding new knowledge.

**Subject specialists have been involved in the creation of the curriculum and/or training to support teacher confidence and competence to deliver through specific activities/sports**, e.g. subject specialist teaches specific lessons focused on pupils' technical movement.

**Repetition occurs so long after initial introduction** that content is forgotten, leading to repetition, e.g. 'We teach basketball in Year 4 and then in Year 6 – they don't remember a lot from Year 4 so we spend Year 6 reteaching'.

**Retrieval is not explicitly planned into the curriculum**, e.g. retrieval of prior knowledge is ad hoc and is either not linked directly to the content at hand and/or does not necessitate systematic retrieval opportunities.

**Content is assumed to be cumulative rather than hierarchical**, e.g. content within a sport or physical activity unit does not start simple and become increasingly complex.

**Too many techniques and strategies discussed and practised remain in isolation phase of learning for too long (i.e. have been mastered) and are not applied and practised in specific context**, e.g. lack of linking movement patterns together and/or practising techniques too far removed from a modified or full context situation. *Isolated practice is useful to optimise cognitive load to begin with but activities in context provide more distractors and require a higher level of competency.*

**Isolated activity blocks taught with limited transfer of key concepts**, e.g. attack and defence principles not shared across outwitting opponent type games.

**Length of unit is dictated solely by term dates**, e.g. 'Our activity blocks/units are restricted to 6 weeks because we assess before the break of term'. *Activities dictated by term dates and not content can lead to gaps forming within the unit and limited learning.*

**Pupils lack understanding of what the key concepts are**, e.g. pupils are unclear about what they are learning and why.

**The order or sequence does not account for prior knowledge and competency**, e.g. gaps in prior learning limit pupil access to new content.

**Facility use/teacher sport/activity preference dominate conversations regarding sequencing.** *Facilities available might dictate some activity choices but sequencing of knowledge developing over time and links between knowledge should be clear from plans.*

**Insufficient planning for challenge.** Concept of challenge seen as pedagogical only and discussed predominantly in terms of increasing pupil independence and choices and/or the challenge planned for goes beyond safe or required knowledge boundaries. *Sometimes challenge is provided too early when declarative and procedural knowledge is not secure, leading to errors and misconceptions becoming embedded.*

**Teachers lack subject-specific subject knowledge to set challenging curriculum goals,** i.e. the building blocks of sophisticated movement patterns are not broken down into component knowledge.

**Inspector question 6:**

**Memory:** Do teachers identify, emphasise and repeat crucial content so that pupils know more and remember more (i.e. make progress)?

**School-friendly questions:**

- Show me which bits of your curriculum (concepts, ideas, vocabulary, etc.) are really crucial to re-visit so that they are remembered.
- How do you identify and ensure pupils remember the most crucial content covered?
- How do you as a school go about agreeing which specific knowledge (ideas, concepts, vocabulary, etc.) pupils absolutely need to know within each topic you teach?
- What content is significant for learning in PE?
- How do you ensure pupils develop a broad schema/strong mental models of how to participate in different sports/physical activities?
- How is revisiting and re-encountering content planned over time? Are there any 'rules' to this process, i.e. different approach to one category of knowledge over another?

**Substantive knowledge is cyclically revisited throughout curriculum.** Concepts are explicitly revisited and referred to during new teaching, e.g. key vocabulary in dance and gymnastics such as 'pathways', 'travel', etc.

**Teachers can articulate which knowledge is significant and plan opportunities to revisit** throughout all areas of the curriculum, e.g. teachers know what pupils are going to 'take away' from the lesson/unit and these form key threads that provide curriculum coherence.

**Pupils demonstrate automaticity in procedural knowledge,** e.g. hands move towards the top of stick to hit in hockey from a split grip for

**Repetition of knowledge in the same format as previously taught,** e.g. types of travel in gymnastics retaught year after year with no clear development of complexity. *This can occur because of the long gaps between initial teaching and revisiting content again – in PE it has been described as 'Groundhog Day'.*

**Limited depth of knowledge developed.** The curriculum units are too short for motor competence to develop because practice time will be limited and limited space for development of knowledge complexity, e.g. tennis six week unit with each week focusing on a new stroke or aspect of the game and little consideration of revisiting, refining and spaced practice.

a push pass. The 'performance' of this knowledge does not need to be reminded as it is embedded and so movement occurs fluently during isolation and when pressurised in modified games or full games (depending on stage of learning).

**Teacher understanding of memory goes beyond 'we make lessons fun so that pupils remember more'.** Teachers clearly understand the role of memory and learning in PE.

**Units of the curriculum are of an appropriate length to ensure there is adequate time to develop motor competence, knowledge of strategies and rules and healthy participation,** e.g. 15-30 hours of instruction, practice and competition (where appropriate) prior to moving on to a new unit. Where two hours of PE are provided per week, approximately 10-12 week units provide the time to practice, refine and remember.

**Practice is spaced throughout a unit,** e.g. systematic and strategic revisiting of the declarative and procedural knowledge of forward roll provided throughout the gymnastics unit of work – not just one lesson.

**Retrieval that is appropriate within different units is carefully plotted,** e.g. agility is defined and applied during the gymnastics unit on travel and netball changing direction – this is an example of near transfer and we call the knowledge 'flexible' in that it can be transferred into other sports and physical activities.

**Questioning and feedback episodes prompt and probe pupils to identify and perform both declarative and procedural knowledge.**

**Knowledge and practical participation encountered but not learned** – not enough time to develop deep secure knowledge, e.g. 'our rounders unit of work provides us with one lesson to teach batting – we move on to the next skill after that'.

**Limited development of conceptual knowledge and understanding over time,** e.g. 'coverage' in one year group with no subsequent development or progression of understanding – content not revisited or acknowledged in later teaching.

**Remembering declarative knowledge is not deemed important,** e.g. the focus is on motor competence and learning the key facts and concepts of the sport/activity is not important. *This knowledge is very important because being physically educated requires a broader knowledge of the sport/activity.*

**Presumption that important knowledge will be emphasised and repeated over time without explicit planning** – reliance on staff to initiate this without deliberate reference of what is important and when and how knowledge will develop over time.

**Reliance on pupils participating in games.** *Games are often more pressurised, e.g. the presence of defenders, and although the focus might be on demonstrating a specific movement or pattern during the game, a game will not always provide time and space for all pupils to practice their knowledge. There might be times when pupils practice movements in isolation to develop relative fluency prior to application in a game.*

**Inspector question 7:**

**Rigour:** How does planning ensure the interplay of different categories of knowledge, thus ensuring pupils are given the capacity to consider subject-specific questions for themselves?

**School-friendly questions:**

- Tell me how the different types of knowledge that you teach combine together in each topic.
- How do pupils demonstrate 'competency' (wording from NC Aim 1) within a named sport or physical activity?
- You have stated that you wish for pupils to learn to develop 'subject thinking' or to think more like a subject expert. How have you planned curriculum content to ensure they have learned what they need to attain this goal?
- Are there opportunities for pupils to bring their knowledge together to solve problems or find solutions?

<p><b>Pupils can 'perform' declarative and procedural knowledge in context</b>, e.g. pupils can describe and explain a specific rule in tennis and they can apply that rule successfully during a game.</p> <p><b>Pupils demonstrate increasingly accurate decision-making during an activity or practice</b>, e.g. correct choice of tackle in hockey performed safely and effectively.</p> <p><b>Pupils can confidently analyse, discuss, scientifically enquire, critically observe and debate in a specific context</b> because they have a broad and secure knowledge of the sport/activity. Pupils have the pre-requisite procedural and declarative knowledge to critically engage in PE content.</p> <p><b>Opportunities to perform different roles</b> throughout the curriculum. For example, officiating, analysing, coaching, performing. Each of these roles will enable pupils to demonstrate their knowledge in a different way.</p>	<p><b>Curriculum attempts to move pupils through content too quickly</b> without time to practice enough to develop competency and/or explore knowledge in context. Prior understanding is superficial, which denies pupils opportunities to engage critically when observing and/or analysing participation and performance.</p> <p><b>Limited understanding of scope of PE knowledge</b> restricts pupils forming a well-rounded response, e.g. only commenting on physical technique because of a lack of declarative scope.</p> <p><b>Lack of knowledge transfer between different activities</b>, e.g. discussion of factors affecting whether to pass or dribble not 'transferred' between invasion game activities.</p>
<p><b>Inspector question 8:</b>  <b>SEND:</b> How do you ensure those pupils who find it most difficult to learn PE are given the best chance to keep up?</p> <p><b>School-friendly questions:</b></p> <ul style="list-style-type: none"> <li>▪ Which pupils in this class are finding the subject most difficult? Why do they find the subject hard?</li> <li>▪ Which bits of content are absolutely key that all pupils, including those with SEND, need to take away from this specific unit?</li> <li>▪ Do the facilities and equipment used for PE support access to provision for all pupils, including pupils with SEND?</li> <li>▪ Are the pedagogical approaches differentiated to cater to the needs of all pupils with SEND, including those with differing physical abilities and impairments?</li> <li>▪ Are teachers supported to promote and deliver inclusive practice through regular, relevant and appropriate CPD programmes for teachers?</li> <li>▪ How are teaching assistants trained to support the adaptation of curricula to meet the needs of specific pupils in a PE setting?</li> </ul>	
<p><b>Teachers value equally the accomplishments and well-being</b> of every pupil by providing a curriculum that is relevant and meaningful and accessible to all.</p> <p><b>Teachers provide a broad curriculum</b> which includes a variety of activities that are individual, team based, competitive and non-competitive. Disability equality considerations have been built in at curriculum level and at an individual lesson level.</p>	<p><b>Limited understanding at leadership level of inclusion in PE.</b></p> <p><b>Leaders are not clear about how the needs of pupils with SEND are met.</b></p> <p><b>Curriculum is prescriptive and non-flexible</b>, and does not enable adaptation to suit specific, individual needs, e.g. all pupils must participate in a rugby unit of work.</p>

**Where required, teachers provide inclusive, adapted, modified or separate activities or approaches** to learning.

**Teachers have specific knowledge of the abilities** of all pupils and have determined clear educational, developmental, health-related and, where required, therapeutic goals.

**Teachers in the department are all able to confidently determine/identify pupils' developmental needs** and also understand the physical needs of individual children, including any underlying medical issues that may impact on their activity.

**Staff receive regular CPD** to support their knowledge and competence in implementing strategies to support all pupils.

**Through a range of adapted activities, pupils have opportunities to regularly and systematically revise and refine** the fundamental movement skills they have already acquired.

**Teachers discuss with pupils their needs, and if adaptations to content** are required, e.g. fitness, badminton or golf offered for pupils with ASD, so they can work alone or in small groups.

**SEND pupils are included** in all content where safe to do so and they are meeting purposeful learning objectives. Where used, adapted, modified or alternative activities must offer an equivalent degree of challenge.

**Reasonable adjustments** to activities are made to ensure all pupils can access learning e.g. modification of instruction, variations of task requirements, manipulation of rates of practice, task difficulty, etc. Staff can accurately justify how and why activities meet educational needs of pupils with SEND. Adjustments to activities retain ambitious goals for pupils with SEND with a clear aim to give every pupil the opportunity to experience success in learning and achieve the highest standard possible.

**Modified activity:** The same task but changes to rules, area or equipment, e.g. equipment colour, shape, length of handle modified. Size of space adapted. Rules include additional 'chances', safe zones, no marking.

**Pedagogical approaches are inflexible**, and planning is not based on individual needs, e.g. only open activities present – all pupils participate in same activity and engage with same content with no modifications made.

**Staff do not have the knowledge** they need to fully support pupils with SEND in a physical education setting. For example, staff are unaware of adapted practices that could be more meaningful for a specific pupil.

**Barriers** to access the curriculum, including unsuitable access to facilities or changing facilities, game-dominated curriculum, lack of adequate equipment to perform tasks.

**Low expectations** for SEND pupils are evident, e.g. observer roles provided where it would be appropriate for pupil to actively participate in the physical activity.

**Limited effort is made to provide equal opportunities** for all pupils to engage in the content, e.g. limited modified or parallel activities.

**Unsafe activity selection** which has not considered the needs of the pupil and or needs of others in the class.

**Teachers cannot articulate why they are doing what they are doing for individuals.** They can describe the activity but not the learning expected to take place.

**Pupils lack explicit support/direction** in the activities they are doing, e.g. limited additional scaffolding to allow pupils to revisit content or access more specific feedback.

**Adult support** either a) spends too much time watching and not enough time engaging or b) does not allow the pupil time and space to challenge themselves (support dependency).

**Pupils with SEND are functionally excluded** from the physical education setting. SEND pupils given non-participant role, e.g. score keeper, spectator, when they can participate more fully.

**Teachers do not champion diversity.** They do not have the knowledge to adapt the curriculum to suit pupil needs, particularly those with SEND, e.g. 'disabled pupils do not take part in PE and sport as they cannot be

**Parallel activity:** Same activity but different groups participate in the activity in different ways and at different levels, e.g. badminton hitting a balloon with a flat hand or glove-bat, progressing to a badminton racket.

**Separate activity:** A group of pupils participate in a different activity.

**Staff pre-identify possible barriers** and, where required, adaptations are made to content within a specific activity, e.g. consideration that autistic individuals might not feel comfortable in competitive situations and so low stakes small-sided adaptations might be required, batting tee might be required for a pupil to support striking a ball. Individual plans, where required, for pupils are developed after determining each pupil's starting point.

**One-to-one support assistants** are well prepared and knowledgeable in identifying sport and physical activity specific errors and correcting them so that pupils can achieve success.

**Safe activities** are selected based on functionally relevant motor skills and pupil needs.

**Gaps in knowledge** are identified and support is provided to develop competence, e.g. revisit prior learning, provide more practice time, adapt equipment, 1:1 support, etc.

**Pedagogical approaches** are adapted where required, e.g. teachers provide clear and accessible feedback to enable all pupils to develop confidence, competence, precision and accuracy when engaging in individual and team-based activities; pupils have access to more teacher/peer instruction and more practice time if required; multi-step instructions are adapted as required based on individual needs, e.g. 1:1 short instruction, more 1:1 feedback if intrinsic feedback may not be available, support scaffolds are provided, e.g. hearing or visual aids.

**Pupils are encouraged to use precise vocabulary** to describe their knowledge acquisition. Adequate support is provided, e.g. sentence starters, key terminology supports.

included in PE games' and/or 'disabled pupils do not have opportunities for competition'.

**Inspector question 9:**

**Early Years:** How well does the curriculum develop children's physical development?

**School-friendly questions:**

- What activities are available for children to be physically active inside/outside?
- How do you promote opportunities for children to develop their gross and fine motor skills?
- What does revising and refining the fundamental movement skills look like here?
- Where and how are you developing children's ball skills?
- How is moderate to vigorous exercise planned into PD time?
- What is the role of play in PD? How do you ensure it is purposeful i.e. with clear movement-based outcomes?
- What is the role of instruction? How do you ensure all children are accessing quality instruction?
- How do you ensure the differing physical needs and demands of children are catered for?
- How are children encouraged to be confident/competent movers?
- What happens if a child is struggling?
- Do children understand the importance of physical activity in their health and well-being?
- How may inactive children be encouraged to engage positively in physical activity?
- If you have a variety of activities, how do you know all children are taking part?
- How do staff evaluate the individual needs of each child in terms of physical development?
- What do you do if you are concerned about a child's physical development? Tell me about a child that you were concerned about.
- How do you support parents' understanding of activities they can undertake with their child to further their development?
- What professional development is in place for staff?
- Are staff able to identify signs that children may need a referral because of medical conditions such as asthma or difficulties with coordination and balance?

**Teachers can articulate how much PD pupils receive and how they monitor this so that all access enough high-quality teaching, practising and feedback to produce refined movement patterns with increasing fluency.**

**PD opportunities are based on the needs of children**, not defined or limited by the physical space. Staff overcome limitations of time/space/resources/support in a proactive and positive way.

**Progress is carefully monitored so that each child receives the support required to learn the fundamental movement skills.** Individual plans for children are developed after determining each child's starting point and mapped to what the curriculum expects pupils to know and show without overburdensome assessment.

**Staff engage positively in physical activities with children and provide effective role models.** Children see adults being active.

**Limited understanding at leadership level of the importance of physical development.**

**Leaders are not clear about how the PD needs of young children are met.**

**A range of activities are provided but there is no/limited checking to ascertain that all children are engaging**, e.g. the child who doesn't like going outside never goes outside.

**The activities/resources do not deliver the planned learning**, e.g. space is not well used to support PD because the outdoor space contains many activities and the indoor space provides limited opportunities for physical development.

**Staff do not have the knowledge they need to fully support children's PD.** For example, staff are unaware at what age a preferred hand is usually in place and the type of activities that can strengthen handedness.



**Staff understand how children grow and develop.** They know how to provide opportunities for children to increase their physical knowledge and confidence.

**Staff are well trained and have a good awareness of effective physical development.** Staff are able to confidently determine/identify children's PD needs and also understand the physical needs of individual children. They understand the implications of any existing medical conditions children may have.

**Children have opportunities to regularly and systematically revise and refine the fundamental movement skills they have already acquired:** rolling, crawling, walking, jumping, running, hopping, skipping, climbing. As a result, children develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions.

**Children further develop and refine a range of ball skills including:** throwing, catching, kicking, passing, batting and aiming using a wide range of different-sized balls. Children develop confidence, competence, precision and accuracy when engaging in these activities.

**Children progress towards a more fluent style of moving** with developing control through combining different movements with ease and fluency, e.g. changing speeds when running around obstacles or crawling through a tunnel.

**Reasonable adjustments** are made to ensure all children can access appropriate activities.

**Children have enough time** to regularly practice, refine and extend their physical knowledge.

**Children engage in a range of opportunities** for moderate to vigorous physical play and get out of breath several times every day.

**Children are encouraged to use precise vocabulary** to describe movement and directionality.

**Children can talk about the importance of regular physical activity** on their health and well-being at an appropriate level.

**Staff lack the knowledge** they need to support and direct children's physical activity.

**Staff do not ensure that all children engage in sufficient physical activity.**

**Gender expectations are evident.** Limited effort is made to provide equal opportunities for all children to engage in physical activities.

**Assessment gets in the way of high-quality interactions between staff and children.** Adults spend too much time watching and not enough time engaging.

**Overburdensome tracking and assessment,** e.g. time taken away from teaching, i.e. pupils are not receiving the teaching required to increase and refine their knowledge.

**Staff cannot articulate why they are doing what they are doing for individuals and groups of children.** They can describe the activity but not the learning expected to take place, e.g. 'busy, happy, good'.

**Low-organisational games or 'fun' activities that engage children but do not educate in any systematic sense.** Feedback to improve movement is limited and not actioned quickly.

**Tasks that make demands exceeding the present movement capabilities of a child.** These are demotivating as the child is set up for failure.

**Moving instruction forward through a series of tasks for which a child does not have sufficient practice time** to achieve mastery results only in an accumulation of failures.

**Inspector question 10:**

**Key stage 1:** To what extent do the curriculum plans ensure that the appropriate subject content for key stage 1 is identified?

**School-friendly questions:**

- What are the priorities for the key stage 1 curriculum?
- Is there a clear strategy for moving Physical Development from EYFS into PE?
- What does the journey look like from EYFS, through key stage 1 to key stage 2?
- How do the curriculum content selections and sequence prepare children for the needs of the key stage 2 curriculum?
- How do you ensure mastery of running, jumping, throwing and catching?
- What might the journey of a low attainer look like in terms of developing balance, agility and coordination as part of the national curriculum?

**Pupils refine established motor patterns and learn new motor skills and sequences with instruction and practice.** In KS1, the focus of the PE curriculum is on the development and refinement of the fundamental skills from EYFS that will be built upon in KS2 when they are applied in specific sports, e.g. developing static and dynamic balance through a variety of activities, including individual, team, competitive and non-competitive activities.

**Content seamlessly and incrementally builds from fundamental movement skills and increases complexity and independence.**

Pupils' starting points identified and practice time provided to develop competence and confidence across all pillars of knowledge prior to adding complexity, e.g. performing an accurate forward roll before adding how to move in to an out of the roll.

**Pupils are encouraged to perform isolated movements incrementally, independently, and with accuracy and fluency,** e.g. catching and throwing a ball as a linked movement. Relative mastery is expected prior to pupils being expected to accurately replicate movement patterns in more pressurised environments.

**Pupils develop knowledge of rules and strategies,** e.g. know what attack and defence do in a game and demonstrating that working together to score a goal is the way to win an invasion game.

**Pupils develop knowledge of healthy participation,** e.g. the need for a warm up and what a warm up looks like in action.

**Lack of transition from EYFS PD curriculum.** Limited knowledge of what pupils can and cannot do accurately and consistently, e.g. limited knowledge of fundamental movement skills pupils can perform unaided and/or lack of knowledge regarding ball skills.

**Staff lack knowledge of how motor development occurs.** Knowledge expectations pitched too low, e.g. lack of complex catching and receiving at different heights, distances and speeds or too high, e.g. playing full context games with rules and regulations expected to be followed when motor competence is not effective enough to fully participate.

**Fragmented approach with lots of short units of activities with limited depth of knowledge developed and practice knowledge application.** E.g. two weeks of football, three weeks of dance etc.

**'We play lots of games because they are fun and the children enjoy them'** *Less competent children will not be successful in a game if the foundations have not been mastered. Fun is also open to a variety of definitions and does not link directly to 'meaning' in PE, e.g. making meaning in PE can come through difficult, tiring tasks that are not fun.*

**Pupils are not encouraged to demonstrate strategies and rules knowledge.** More time and activities provided to develop motor competence without application to games and other activities – planning does not account for the other pillars of knowledge in as much detail.

**Pupils are not encouraged to be active.** Teachers do not role model positive active behaviours and pupils who not wish to participate are allowed to not participate.

<p><b>Active participation of all pupils in low-stakes individual and team-based games (not full context)</b> – exploring a variety of roles in each game, e.g. an attacker, defender etc.</p> <p><b>NC states ‘perform dances using simple movement patterns’.</b> Pupils to demonstrate with control a variety of actions (what are you doing), space (where are you moving), dynamics (how are you moving) and relationships (with whom are you moving). Pupils to describe movement patterns at a basic level and comment on other dances.</p> <p><b>Pupils are expected to discuss movement, strategies, rules and healthy participation at an appropriate level,</b> e.g. know the importance of water for hydration and be able to access it when needed throughout a PE lesson.</p>	<p><b>Teachers are able to describe the activity but not the learning they desire to take place.</b></p>
<p><b>Inspector question 11: Small schools</b></p> <p><b>School-friendly questions:</b></p> <ul style="list-style-type: none"> <li>▪ How do you ensure your PE curriculum is broad, balanced and ambitious for your pupils?</li> <li>▪ Are there any particular potential gaps/barriers you face as a small school? If so, how do you go about ‘compensating’ for these?</li> </ul>	
<p><b>Able to articulate a clear vision for PE</b> and how the selection of activities/sports fosters the principles and values expressed.</p> <p><b>Facilities, equipment and staffing are not seen as a barrier</b> – these are anticipated and alleviated where possible. Schools are clear about how they share expertise within and across schools, including where required facilities and equipment.</p> <p><b>Where budget, for example, might limit some curriculum activity choices, students are not at a disadvantage</b> because the choices are meaningful, e.g. sports and activities are carefully selected to ensure access to all forms of knowledge.</p>	<p><b>Lack of scope of curriculum content</b> because of the school being small. <i>A lack of facilities or equipment is not a reason to provide a restricted curriculum.</i></p> <p><b>Mixed year group classes repeat same content for two years</b> with little evident development of knowledge.</p> <p><b>Limited teacher expertise</b> does not enable an ambitious and coherent curriculum to be developed.</p>

## Focus area 2: The extent to which teaching supports the goals of the PE curriculum

### Outline of potentially stronger practice in terms of intent, implementation and impact

NB: answers will take many forms. Below are common findings to look out for

### Outline of weaker practice in terms of intent, implementation and impact

NB: answers will take many forms. Below are common findings to look out for

#### Inspector question 12:

Is the rationale for the teaching approaches chosen primarily to achieve the curriculum intent? What is the rationale for the teaching approaches chosen for sequences of lessons?

#### School-friendly questions:

- Tell me about the teaching approaches you have chosen in this sequence of lessons – what made them suitable for the content that you were teaching?
- Can you give me some examples of how the content that pupils study shapes the activity you have chosen to teach it?
- Why did you choose that particular activity to teach that particular content?
- What content did you want to emphasise through this activity?
- Who is advantaged and disadvantaged in the way that (named activity/concept) is taught?
- Who is responsible for teaching PE here? (classroom teacher, specialist PE teacher, outsourced)
- If outsourced: What is outsourced and background/qualifications of the people who take the classes?

### The multi-dimensionality of PE necessitates a variety of pedagogical approaches to be employed to support learning of all pupils – there is not one best pedagogical approach.

Teachers can clearly articulate the teaching approaches selected and appropriateness to ensure content is educational, accessible and appealing for all. Approaches enable all pupils to access the content, not only those pupils who are more technically or physically capable.

**Teachers have excellent subject knowledge and can deploy teaching strategies as required.** Teachers adapt their approaches based on pupils' prior understanding and levels of developing confidence and competence, e.g. pupils practice netball shooting techniques in pairs using a reciprocal scaffold with key points and diagrams after observing an accurate pupil demonstration.

**Same pedagogical approach selected regardless of content** – *this limited range of teaching approaches will likely narrow the range of outcomes possible and deny access to the curriculum for some pupils*, e.g. 'in PE you learn best by doing'. *This claim is unsubstantiated if pupils are not of a level competency to fully explore a concept. Sometimes 'doing' with limited instruction creates misconceptions and pupils waste time not attending to the correct cues.*

**Teaching approaches are selected based on (perceived at times) pupil enjoyment**, e.g. 'we play lots of games because the pupils enjoy them'.

**Teaching approaches focus on meeting needs of high attainers, with inadequate support for those pupils with less competence. Teaching approaches therefore privilege high attainers and pupils with high levels of physical capital**, e.g. content is made accessible to 'sporty pupils'

**Teaching approaches support pupil development of the three knowledge pillars**, e.g. approaches to teaching are appropriate for content being taught and responsive to the needs of the pupils.

**Motor competence is not measured by age-related expectations**, i.e. teaching approaches do not reinforce restrictive ideas that there is a 'normal' level of procedural motor competence knowledge and that there is a shortage or deficiency if this is not met, e.g. Pupil A cannot hold an arabesque for 10 seconds.

**Clear understanding that teaching approaches and models are not hierarchical**. Instead, selection of any approach should be matched to pupils' needs and the learning intentions.

**Teaching approaches should include high-quality instruction, purposeful practice and feedback opportunities**.

**For practice to be purposeful, pupils require consistent success but not constant (approx. 7/10 success rate)** and so tasks are desirably difficult and feedback must be provided. It is also important to ensure that any scaffolding fades in relation to pupil success.

**Teachers provide clarity in task presentations and explicitness in feedback to reduce development of pupil misconceptions**.

Many misconceptions in PE can be categorised into a) motor skill execution, b) terminology, c) tactics, and d) instructional tasks.

**Rich sport- and activity-based vocabulary modelled and developed**, e.g. specialised vocabulary is defined and brought into the language used to describe and analyse movement.

**The pedagogical approach provides opportunities to revisit and re-encounter content and these opportunities are made explicit to pupils**, e.g. teachers discuss where knowledge has been previously encountered and how it is linked to new knowledge.

**Lessons include realistic 'purposeful play' related practices, where appropriate, that have clear movement-based outcomes**, e.g. modified game-based activities to develop a particular technique or specific goal-free activities. These should be integrated into lessons depending on the needs of the task and pupils.

through teaching approaches that provide too many decisions and not enough instruction for novice pupils.

**Inappropriate teaching styles when introducing new content that require too much pupil choice and decision-making used too soon, when competence and confidence are not secure**, e.g. during a lesson exploring the different types of passing in basketball, pupils then participate in a full context basketball game with no modifications and so pupils are overloaded with information and therefore unable to select the correct responses.

**Activities selected for pupils to engage in do not have clear movement-based outcomes/specific knowledge to practice or refine**, e.g. activity for activity sake.

**Weak demonstrations**. Not all pupils can see or hear the demonstration. No questions to check for understanding. Insufficient scaffolding to enable all pupils to replicate the expectations of the demonstration. Demonstration not followed by practice.

**Weak explanations**. Explanations too complicated – not concise. Explanations too short – pupils do not have enough information. *Both can result in confusion, frustration, poor practice outcomes*.

**Pupils moved too quickly to work in groups/independently without mastery of basic concepts**, e.g. demonstration of lifting the ball in football, and pupils are moved to a competitive situation which they cannot access because the skill is not secure in its simplest form.

**Teaching approach selected based on development of vague subjective outcomes**, e.g. 'this approach helps them to build better relationships' or 'by selecting this approach they are developing leadership qualities'.

**Teaching approaches based on gendered assumptions**, e.g. 'the girls prefer reciprocal learning because they like working together'.

**Pupils spending time in the full context before they have the pre-requisite knowledge**, e.g. in full-size football games, with limited knowledge, leading to poor-quality full-context learning. Smaller modified

**Games present in planning as required.** During games, participants must react to unexpected situations, which they cannot precisely predict and practice in isolation. During these occasions, pupils need to have relative security in the basic movements and conventions of the game to ensure that they have cognitive space to meet the unpredictable demands of the game. *For further detail please see Q11 Competition.*

**As pupils progress, practice opportunities become increasingly complex to challenge all levels of attainment,** i.e. practice time with suitable goals and objectives for pupils to meet. For example, shooting in netball from varying positions within the shooting circle – varying practice parameters and adding challenge, e.g. addition of passive defender and then active defender as competence increases.

*Step-by-step repetition can be appropriate for gaining consistency of a motor skill, however indirect approaches where not all teaching is explicit can be appropriate in situations which require the creation of new and adaptable responses – not exclusively, but generally, guided discovery approaches are more appropriate for pupils with more substantive knowledge.*

**Clear class routines** to transition between teacher demonstrations and group practice, etc. to maximise class time for content instruction and activity.

**Equipment modified where appropriate to support successful practice,** e.g. racquets with larger head size to produce higher rates of successful attempts, using lighter ball to 'slow the game down' whilst pupils are in the early stages of learning.

games might be more suitable where pupils purposefully practice and receive feedback on the component piece they are working on of the composite task.

**Misconceptions not identified and corrected/even reinforced, leading to poor or incorrect subsequent knowledge development,** e.g. 'I don't like to talk too much when we are out doing PE'. *It's the quality of what you say that is of most importance – poor teacher explanations or rushed demonstrations without checking for understanding can lead to poor student learning.*

**Declarative and procedural knowledge is not explicit in each lesson.** Pupils cannot articulate what they are learning and why – they can explain what they are doing but not what they are learning.

**Pupils can *only* discuss their learning in terms of motor competence** – they lack the knowledge to demonstrate knowledge acquisition of the other components of knowledge.

**Pedagogical approaches selected based on which 'set' pupils are in** and not what they are learning or the individual needs within the classroom.

**Poor time management which could mean:**

- a) **Most time spent in 'activity' and less in 'instruction'** – the effectiveness of this depends on whether the time in activity equates to high levels of pupil engagement and learning. More 'activity' time can just mean more time disengaging/not learning because pupils cannot/choose not to engage in the task at hand.
- b) **Not enough time provided for pupils to engage in content-related instruction and activity time with the subject matter.**

**'We don't tell pupils what to do because that reduces their creative flair.'** This can lead to extensive periods of teaching time wasted by pupils trying to 'discover' what the right course of action is.

**Teachers can discuss the activity at hand but struggle to discuss the learning they expect to take place** e.g. 'in this activity we are practising passing the football with control'. In this case we'd expect pupils to be able to articulate and demonstrate the correct part of the foot to pass with for control, how that might change as distance increases and more power is required, and identify their limitations and how to improve upon them.

**Over-restricted use of space and equipment for fear of safety implications.** This can lead to frustration, boredom and disengagement.

**Too much time (over 50%) spent in organisation and management activities and passive listening to verbal instruction.** There will of course be times where a high-quality teacher explanation is required but movement is at the heart of PE and lessons should remain predominantly physical.

**Pupils spend more time waiting their turn to practice than being engaged directly in class content,** e.g. long queues of pupils not practising but waiting.

**Inspector question 13:**  
 What approaches do teachers use to ensure that key content is remembered long term? How do teachers ensure that pupils remember that which they have been taught?

**School-friendly questions:**

- Show me some examples of where teaching activities were specifically chosen for pupils to remember things long term.
- Tell me about how the approaches your school uses ensure that pupils remember what they've been taught.
- Can you show me some examples of approaches your school uses to support pupils remembering what's on the PE curriculum over time?
- How confident are you that (selected pupil name) will remember what they have been taught about (named content area)?
- How does mastery of (named technique/concept) surface later?

**Strategic and systematic retrieval activities.** Knowledge that is fundamental is retrieved more regularly and explicit links made to other areas where appropriate, e.g. knowledge linked to motor competence, rules, strategies and tactics and healthy participation.

**Elaborative encoding: asking questions about a concept that encourage pupils to think hard help them to access the concept again in the future,** e.g. what technique is this? Why is it important? How is the same as X? How is it different to Y? When might we choose to use it?

**Explicitly planned, spaced deliberate practice,** e.g. activity units and individual lessons consider clear declarative and procedural outcomes and how they evolve over time, interspersed with formative feedback rather than blocked practice or free play.

**Retrieval quizzes lack thought as to what knowledge needs to be strategically and systematically retrieved,** e.g. retrieval questions are selected at random and either a) not linked to the content at hand or b) it is not clear what the link to the retrieval task and learning is during the lesson. These approaches represent more rote learning that is not meaningful.

**It is evident that substantive knowledge is forgotten** due to lack of retrieval opportunities, e.g. key terminology to describe or analyse a movement is not retrieved in future lessons and so the knowledge becomes forgotten.

**Extensive revision time,** which really means reteaching, when regular retrieval would be more beneficial.

**What is deemed as important to remember is confined to examination courses,** e.g. opportunities to ask or answer student questions from outside the examination specification are deemed unnecessary.

<p><b>Fully integrated theoretical and practical knowledge instruction in key stage 3</b>, e.g. theoretical declarative knowledge of the effects of exercise on the respiratory system embedded into practical lessons – not taught isolation in the classroom.</p> <p><b>Teachers mindful of optimising cognitive load when planning activities</b>, instructions, explanations and practices. E.g. pupil support scaffolds with accurate step-by-step pictures of technique with highlighted key words to focus attention.</p> <p><b>Opportunities to overlearn techniques and movement skills through varying parameters during movement execution</b> – desirable difficulties, e.g. pupils who are successful consistently are moved on to practice episodes of increased cognitive and physical demand, e.g. more decisions to make, limited space, limited time, limited support, etc.</p> <p><b>Pupils can recall declarative knowledge and demonstrate procedural knowledge from previous units and year groups that are required for participation in activity</b>, i.e. pupils are retaining knowledge over time.</p> <p><i>Notably, many official curriculum requirements do not refer to skills, knowledge and understanding that are linked to a single activity.</i></p>	<p><b>Teachers value motor competence knowledge over other forms of knowledge</b>, e.g. limited explicit planning of the educative elements of PE are revisited and secured over time.</p>
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**Inspector question 14:**  
How effectively is 'competition' used in the curriculum to support pupils' learning?

<p><b>Teacher recognises when and where competition is appropriate</b>, e.g. teacher carefully identifies when an element of competition might enable pupils to make progress.</p> <p><b>Competition where required in a lesson or a unit, is safe and fully inclusive.</b> Where competition is present development of respect for opponents, rules and classmates as officials must be considered.</p> <p><b>Providing a balance between competitive and non-competitive activities.</b></p> <p><b>For pupils competing, a mastery climate is developed</b> where success is measured by improvements, value is associated with effort</p>	<p><b>Competition used to fill time</b>, e.g. move to a competition at the end of each lesson or the end of a unit when pupils do not have the knowledge to perform.</p> <p><b>Competition present in every lesson regardless of content being taught</b> 'because we always end on a game'. <i>There might be times that pupils would benefit from additional practice prior to competing. There is no requirement that pupils compete in each lesson.</i></p> <p><b>Competitive elements not organised fairly</b>, e.g. pupils grouped inappropriately, i.e. 'pick your own teams'. <i>Lower skilled players will be</i></p>
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<p>and learning, the teacher recognises progress, and errors are viewed as learning opportunities.</p> <p><b>Competition present and framed suitably for all individuals present as a 'strive to do one's best' ethos</b>, e.g. opportunities to compete are provided, but not forced where not required for pupils to demonstrate their knowledge acquisition.</p> <p><b>Competition strategically planned to provide varying degrees of challenge and pupils grouped relative to attainment</b> to bring out the best in performance/participation.</p> <p><b>Competitive elements focused on declarative and procedural knowledge in all areas.</b></p>	<p><i>negatively impacted in a mixed skill game. This can be detrimental to pupils' self-efficacy.</i></p> <p><b>Competition promotes 'winning at all costs' attitude to activity</b>, e.g. pupils encouraged to cheat to win.</p> <p><b>High-stakes competition presented too soon within the unit or lesson</b>, i.e. prior to pupils learning the knowledge to perform.</p> <p><b>Competition against peers presented when not required</b>, e.g. competitive element if required would be better suited to individual trying to improve their own level of performance/participation without need 'to win'.</p> <p><b>Competition solely focused on physicality</b>, e.g. the strongest wins, the tallest wins, the faster wins.</p>
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**Focus area 3: The effectiveness of assessment in PE**

<p><b>Outline of potentially stronger practice in terms of intent, implementation and impact</b> NB: answers will take many forms. Below are common findings to look out for</p>	<p><b>Outline of weaker practice in terms of intent, implementation and impact</b> NB: answers will take many forms. Below are common findings to look out for</p>
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<p><b>Inspector question 15:</b> How does the school assess pupils' progress in learning PE? Does formative assessment identify the curriculum components pupils have not remembered or have forgotten?</p> <p><b>School-friendly questions:</b></p> <ul style="list-style-type: none"> <li>▪ Tell me about what your school thinks is the most effective way to assess pupils' progress in PE.</li> <li>▪ Which bits of the curriculum do you prioritise when you construct assessments for pupils? Why do you prioritise these?</li> <li>▪ What content are you privileging in and through the assessment tasks, contexts and modes used?</li> <li>▪ What anticipated progression and pace are implicit and explicit in your assessment plans and design?</li> <li>▪ What forms of 'performing' knowledge and learning are you enabling or denying in assessment?</li> <li>▪ Are assessment practices equitable and inclusive? What rules are there?</li> <li>▪ Does the assessment accord all students the opportunity to demonstrate what they 'know, understand and can do'?</li> <li>▪ How do pupils know what success looks like?</li> <li>▪ How are your pupils 'performing' their knowledge?</li> <li>▪ What are pupils' experiences of assessment in PE? How do they view their own value?</li> </ul>	
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- Do parents/carers understand how PE is assessed and what is valued?

**The whole curriculum team has a clear understanding of what knowledge is being assessed, how and why.** Teachers select, construct and implement meaningful assessment tasks and programmes and make coherent and productive interpretations of this information, e.g. motor competence might be assessed via teacher observation with a clear criterion of accurate replication, complemented by a short low-stakes quiz to identify declarative misconceptions.

**Teachers fully appreciate that assessment in PE communicates value, and labels and signals particular knowledge and skills as of more or less worth to pupils,** e.g. a 30 second performance that the whole class observe in gymnastics will not provide the teacher with all the information they require to make a judgement on what pupils know and can do because it focuses predominantly on the motor competence and strategies pillars of knowledge.

**Teachers know that considerable learning can occur in the absence of any performance gains,** e.g. introduction of a rounders bat from using a paddle might show initial deterioration in performance and number of successful strikes of the ball.

**Learning intentions clarified and shared with students** – full transparency of what and how assessment will take place, e.g. through questioning, observing practice, written reflective pieces etc.

**Pupils are assessed on their ability to demonstrate accurate declarative and procedural knowledge acquisition in the form that is most appropriate,** e.g. procedural knowledge might be assessed through active participation, declarative might be through a context specific written task etc.

**Teachers prioritise high-quality evidence to inform their interpretations** with the aim to provide valid and reliable information to move pupils forward in their learning.

**Optimal use of 'real time' formative assessment with limited delay between judgement/assessment and feedback,** e.g. teacher/peer/self, providing feedback with next steps to respond to straight away before misconceptions develop.

**No clear assessment procedures in place,** e.g. pupils in PE are not formatively assessed and teachers have limited information of what pupil successes/limitations are and what pupils know and remember.

**Assessment procedures not aligned with curriculum intent,** e.g. curriculum intent suggests that all pupils are to 'foster a love of sport/physical activity' but teachers only assesses pupils' knowledge through high-stakes competitions at the end of a unit of work. This method of assessment will not cater for all pupils and provide them with the opportunity to demonstrate what they know and can do.

**Assessment confined to performance in only competition and/or game-based situations,** e.g. observations of performance in the game with no reference to any other forms of assessment or times.

**Assessment solely based on teacher observation of performance.** Evidence based on 'what I saw in the lesson', which is subjective and can provide distorted memories of what happened.

**The school assesses and tracks vague attributes** such as effort and/or motivation, and uses this 'data' to make holistic judgements on pupil progress.

**Knowledge hierarchies are clearly visible,** e.g. knowledge that is framed as 'scientific' is more valuable and important than knowledge that is more sociological.

**Assessment procedures that overly privilege high levels of physical capital,** e.g. those pupils experiencing success in assessed practice are largely those who are physically stronger or taller – in these particular cases, physical prowess can hide poor technique.

**Assessment placement does not provide adequate space or time to feedback,** e.g. predominantly summative forms of assessment which are positioned at the end of each half term.

**Too many formalised assessments with little time to focus on teaching the content better,** e.g. the unit of work is littered with summative assessment tasks but little time in between to reteach, revisit or provide more time to practice.

<p><b>Pupils have a clear understanding of what their strengths and their areas of development are and have the vocabulary to articulate why.</b> Pupils are involved in selecting and judging the quality of their own work, including self-reflection.</p> <p><b>Pupils have been taught how to provide peer feedback and accurately self-assess,</b> and scaffolding is present where appropriate.</p> <p><b>Cumulative assessment,</b> e.g. assessing knowledge development that incorporates key substantive knowledge from prior learning.</p> <p><b>Competition is framed not solely as 'winning is the most important part',</b> e.g. achieving own personal best (ipsative), improvement over time and using competition to stretch and challenge yourself and at times get the best out of pupils.</p> <p><b>Formative assessment techniques mirror those used for summative assessment</b> to ensure pupils are familiar with the techniques as well as the subject matter that constitutes a unit.</p>	<p><b>Assessment 'judgements' are not moderated within staff team</b> which might lead to a potential lack of alignment of what success/proficiency looks like across the curriculum.</p> <p><b>Assessment does not inform future learning/sequencing of the curriculum,</b> e.g. outcomes of assessments are recorded and/or fed back to pupils but little change in the subsequent teaching that takes place as a result.</p> <p><b>Assessment formats and procedures are the same through all levels of schooling regardless of differing and increasingly complex learning intentions,</b> e.g. all assessment judgements are made as a result of observing full context performance, with no alternative/complementary assessment methodologies selected in different year groups or across different activities.</p> <p><b>Teacher expectations influence students' self-perceptions of their abilities to the extent that teacher perceptions influence pupil outcomes unnecessarily.</b></p> <p><b>Knowledge of 'criteria' equates to learning.</b></p>
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**Focus area 4: The extent to which there is a climate of high expectations in the subject**

This focus may well help explain the success of some schools, but a lack of evidence for 'climate where a love of the subject could flourish' could NOT reasonably be deployed to explain weakness given the challenge of identifying this during inspection.

Curriculum expectations are covered above. Here, the question refers to how the school ensures that children put their best effort into their work.

<p><b>Outline of potentially stronger practice in terms of intent, implementation and impact</b> NB: answers will take many forms. Below are common findings to look out for</p>	<p><b>Outline of weaker practice in terms of intent, implementation and impact</b> NB: answers will take many forms. Below are common findings to look out for</p>
<p><b>Inspector question 16:</b> Does the school ensure that there are high expectations of children and that they respond to these expectations?</p> <p><b>School-friendly questions:</b></p>	

- How do you ensure pupils rise to your high expectations? For example, what actions do you take to ensure all pupils put their best effort into written work?
- Tell me how pupils with special educational needs might fare studying your PE curriculum?

**The curriculum is ambitious and takes pupils beyond their own experiences**, e.g. pupils are exposed to activities they might never have taken part in, and knowledge they gain exceeds 'everyday' knowledge around sport/activity.

**All levels of the PE curriculum are meaningful** – activity and sport choices are designed to be inclusive and relevant to pupils but also desirably difficult.

**Pupils are expected to develop knowledge across all areas both declarative and procedural**, e.g. clear and consistent focus on pupils know and can show across motor competence, rules, tactics and strategies and healthy participation.

**Staff regularly moderate** their teaching approaches and assessment judgements to ensure alignment of high expectations, e.g. teachers discuss pupil progress and curriculum regularly to ensure that what constitutes 'success' and what is 'effective' is shared.

**Clear structures and processes in place for changing time, kit, equipment usage and facility care.**

**Teacher models what being a PE 'scholar' is** – acquisition of the three categories of knowledge with value ascribed to declarative and procedural knowledge acquisition.

**Teachers see their input as limited**, e.g. 'some pupils just don't like PE – there is not much we can do for those pupils who don't like it'. Lack of tenacity to actively improve pupil outcomes through high-quality instruction, practice and feedback.

**Teachers feel that pupils are limited if prior teaching was not sufficient**, e.g. 'there isn't a lot I can do in key stage 2 with their motor competence if the provision was poor in key stage 1'. Teachers lack confidence/competence to close prior learning gaps.

**Success in PE has too much emphasis on participation outside of PE curriculum**, e.g. 'pupils really must participate in sport or physical activity outside of school to make progress'. *This is a limited view of progress.*

**Aim of PE is to have fun**, e.g. 'PE is about having fun' – *the prevalence of 'fun' in the PE discourse perpetuates low expectations and low status.*

**The curriculum lacks rigour and depth**, e.g. 'It is all about pupils finding out what types of sports and activities they enjoy'. *Without high-quality instruction and sufficient time to practice and refine and receive feedback to develop their competency, pupils can struggle to enjoy sport and physical activity.*

**Pupils do not value equipment/time in lesson**, e.g. pupils often do not bring their PE kit, equipment is not looked after.

**Teachers do not look beyond teaching intentions to see the effects of their pedagogical choices**, e.g. teachers lack knowledge/confidence to adapt pedagogical approach to meet needs of different groups of learner.

#### Inspector question 17:

How does the school enrich the curriculum beyond classroom learning?

#### School-friendly questions:

- Tell me about the extra-curricular programme and broader opportunities to participate that are available to pupils?
- Who attends extra-curricular? Particular groups?
- Are there any PE-specific experiences linked to the curriculum that take place outside of the PE classroom? How do they link to the curriculum sequence?

- In what ways do pupils who are very keen on your subject get to share their enthusiasm?

**Extra-curricular activity is seen as an extension of the curriculum**, e.g. extra-curricular offer is open to all pupils as a way of improving their proficiency in class.

**There is high attendance at extra-curricular clubs for performance and participation**, i.e. pupils attend to improve, not just because they represent in a school team and must attend.  
*Barriers to attendance have been considered.*

**Carefully crafted opportunities during break and lunch to participate in physical activity and sport**, e.g. equipment available to take part in organised games/activities. Possibly lunchtime supervisors, coaches and/or pupil leaders organise and support practice.

**Participation in 'in-house' fixtures/competitions/events are popular**, e.g. annual sports day participation.

**Participation in initiatives** such as the Daily Mile **are positively linked to PE** – they do not replace PE but are used to complement and reinforce the importance of movement and exercise.

**Lunchtime supervisors/other adults/pupil leaders have been taught to support engagement in physical activity**, e.g. how to set up games with equipment available.

**Variety of extra-curricular provision delivered by highly experienced staff members open to pupils to officiate, coach, etc. and not just perform.** Other adults and older students across the school provide tuition and support for extra-curricular clubs, where their strengths are.

**Pupils take on roles as sports leaders during lunchtimes to encourage pupils to engage in physical activity.** These opportunities provide pupils with responsibility of equipment, safe practice and enforcing rules of games.

**Opportunities provided to visit sports facilities outside of school and watch fixtures or events.**

**There are limited differences in engagement with extra-curricular provision across the school.**

**Staff have no plan to engage pupils in extra-curricular or external opportunities**, e.g. 'we don't have time'.

**Extra-curricular programme is limited to participation in sports teams and training for fixtures.**

**Lack of trips available to extend learning beyond the school.**

**Lack of inter-/intra-school fixtures to encourage pupils to participate/perform.**

**Not all pupils are encouraged to attend extra-curricular**, e.g. extra-curricular clubs are only for higher attainers representing the school in fixtures.

**Subject 'dropped' if morning work/other subjects are not complete.**

**Pupils taken from PE lessons interventions**, e.g. progress in other subjects supersedes PE and pupils therefore receive less PE than peers.

**PE value limited to 'a good way to let off steam' or a stress release**, e.g. 'they get to have a good run around in PE'. *The physical activity element is important but acknowledging that it is one part of the PE jigsaw is important.*

**Significant proportion of pupils actively dislike PE**, e.g. pupils feeling like PE does not include them because it is disconnected from their lives and ways they learn, e.g. military drill.

**Teachers have a defeatist attitude that PE always has been and always will be a low-priority subject**, e.g. no plans to change possible low value of the subject within the school community and no actions taken to share vision and values across stakeholders.

**Physical activity is found as a form of 'punishment'**, e.g. 10 star jumps for being late after lunch.

**PE is isolated and disconnected from other subjects** – seen as 'too different', 'not academic', 'has nothing to offer the school'.

**Pupils lack understanding of the wider worth of PE in the curriculum and see it as no different to participating in sports and clubs outside**

**Pupils know where and how to participate in sport and physical activity in their local area.**

**Role models invited into school to support pupils,** e.g. talk in assembly about their experiences or offer support during extra-curricular time etc.

**PE is valued and celebrated beyond school sport success,** e.g. teachers recognise participation, attendance, progress, charity events linked to physical activity and sport, and wider sporting and activity achievements. These are celebrated and 'championed'.

**Primary PE and Sport premium funding:** Clear evidence that how the funding is being used is updated regularly and is meeting the five key indicators that schools should expect to see improvement across:

- 1) The engagement of all pupils in regular physical activity – 30 minutes in school
- 2) The profile of PE and sport raised across the school as a tool for whole-school improvement
- 3) Increased confidence, knowledge and skills of all staff in teaching PE and sport
- 4) Broader experience of a range of sports and activities offered to all pupils
- 5) Increased participation in competitive sport

Funding use is sustainable, linked and reviewed.

**Any cross-curricular links are meaningful and planned carefully so that PE filters into other areas where appropriate,** e.g. English writing up match reports, maths using averages, pie charts etc, computing to create competition highlights etc.

**of school,** e.g. 'I already play football for a team outside of school, so I don't really need PE lessons in school'.

**Misconception that 'you can only be good at PE if you are good at competitive sports' is not challenged within the school.**

**Too many goals for the subject,** e.g. develop motor skills and support positive mental health and reduce obesity makes it difficult for stakeholders to value PE because it is trying to fulfil too much.

**Primary PE and sport funding have little/no measurable impact,** e.g. not involving or considering the needs of all pupils, not targeted to focus on the school context and pupil needs, not being reviewed and updated accordingly each year, not being honestly reported on.

**Primary PE and sport funding should not be used to:**

- employ coaches or specialists teachers to cover PPA arrangements
- teach the minimum requirements of the national curriculum - apart from top-up swimming lessons after pupils' completion of core lessons (or, in the case of academies and free schools, to teach existing PE curriculum)
- fund capital expenditure.

**Focus area 5: The quality of systems and support for staff development**

<b>Outline of potentially stronger practice in terms of intent, implementation and impact</b> NB: answers will take many forms. Below are common findings to look out for	<b>Outline of weaker practice in terms of intent, implementation and impact</b> NB: answers will take many forms. Below are common findings to look out for
<p><b>Inspector question 18:</b> What do the strengths and weaknesses already identified indicate about the school's capacity to function effectively?</p> <p><b>School-friendly questions:</b></p> <ul style="list-style-type: none"> <li>▪ Tell me about how inexperienced or struggling staff are supported.</li> <li>▪ What sort of support is there for non-specialist teachers who teach PE?</li> <li>▪ How are teachers of PE enabled to develop their subject knowledge?</li> <li>▪ What are the strengths in PE curriculum and teaching and why?</li> <li>▪ What are the limitations and why?</li> <li>▪ What solutions are there to these limitations?</li> <li>▪ Where are you on your journey as a subject?</li> </ul>	
<p><b>Staff can clearly articulate what the strengths are, and why and how they intend to continue strengthening the curriculum area. Equally, staff can highlight potential limitations of the staff team and consider how these areas will be developed with a clear idea about what action plans will look like with appropriate timescales.</b> The strengths and limitations identified should be informed by internal monitoring, including team discussions, lesson observations, pupil discussions, etc.</p> <p><b>Staff are active agents in their professional development and take responsibility to keep the staff body up to date with current</b> affairs, e.g. through strong subject associations and, where appropriate, hub-based localised development/ strong relationships with external providers.</p>	<p><b>Lack of subject knowledge to determine strength/limitations of PE.</b></p> <p><b>Lack of facilities and funding are blamed for weaknesses</b> – <i>staff need to consider, possibly quite innovatively, ways to counteract these concerns which many schools face.</i></p> <p><b>Poor overall leadership where staff resources have not been utilised to full capacity</b>, e.g. lead teacher has limited awareness of individual staff members' expertise and experience and so they play a limited role in curriculum creation.</p> <p><b>Evaluation mainly takes place within own subject in school</b>, e.g. limited external perspectives provided.</p>
<p><b>Inspector question 19:</b> How does the school go about the process of PE curriculum construction, debate and renewal?</p> <p><b>School-friendly questions:</b></p> <ul style="list-style-type: none"> <li>▪ Tell me about the process for curriculum is designed in your school. Is tweaking possible? If so, who decides on the changes?</li> <li>▪ Tell me about opportunities that staff have to feed back to you about whether the sequence of the PE curriculum is working.</li> </ul>	

- Whose voices are considered in discussions around curriculum?
- What value do you assign to student voice?

**All teachers are valued as 'curriculum makers' and their input into curriculum development is clear.** Regular opportunities to discuss and adapt curriculum provided.

**Useful research and findings disseminated within the staff body to inform next steps,** e.g. team regularly accesses current relevant literature and research to inform review-based discussions, in order to ensure research-informed viewpoints through access to online journals, blog sites, podcasts and time valued to discuss implications on practice.

**Insights from other subject areas appreciated and used to support the decision-making process within the PE curriculum.**

**Adopting ideas from other schools with little discussion of reviewing and adapting to own context and needs of pupils,** e.g. 'we are all confident in delivering this curriculum now – it's not worth changing it'. *This is not a pupil-centred approach.*

**Curriculum seen as completed and no longer a priority,** e.g. 'we've spent a lot of time on our curriculum – it's now done'. *The curriculum is never finished – it will always be part of a cycle of review and development.*

**Inspector question 20:**

How are all staff in the school encouraged to develop their subject knowledge and knowledge of how to teach that subject knowledge?

**School-friendly questions:**

- Do you think that staff in your school are aware of their subject knowledge areas of expertise and areas for development?
- What opportunities do staff have to grow in knowledge and confidence about the topics that they teach?
- What place does subject knowledge have within the school's programme for CPD in PE?
- Are there any barriers that are preventing staff to develop their subject knowledge and teaching expertise?
- Do your teachers understand the 'big debates' that inform all subsequent discourse?
- How are teachers developing their subject knowledge?
- Do you have any training needs? Why are those you have mentioned important?
- Where PE is delivered by generalist teachers are they adequately prepared to deliver PE?
- Are frameworks established for CPD provision which supports teachers to engage with their own PD throughout their career, to ensure their knowledge, skills and understanding are constantly refreshed and up to date according to the situation within which they are working?
- Are serving teachers involved in local research networks, partnerships or PE specific networks?

**Subject specialist teachers support staff confidence and competence to deliver high-quality PE across all age groups for all pupils,** e.g. specialist teacher teaches lesson focusing on pupils' technical movement and/or offers training and CPD to teachers to upskill.

**'Unconscious incompetence' in subject knowledge prevents a thorough understanding of content,** e.g. staff do not know what they do not know, lack of subject knowledge left undetected.

**Unconscious bias towards particular teaching approaches,** e.g. 'that's how I was taught to teach it'.



<p><b>Opportunities for all staff to observe more expert teachers.</b> Misconceptions are more likely to emerge and remain unclarified by less expert teachers, while pupils tend to exhibit fewer misconceptions about lesson content when taught by more expert teachers. (NB: experience does not always mean expertise.)</p> <p><b>All members of staff are expected to stay up to date with research, debates and viewpoints within the field,</b> e.g. through subject associations or localised hub activity and/or links to other schools.</p> <p><b>Subject knowledge and pedagogical content knowledge are developed through clearly focused observations, subject association and frequent hub/subject community meetings/ university courses.</b> Staff must not only focus on the content knowledge but the way that knowledge is delivered and learned by pupils – <i>there has been recent development of a 'models approach' to teaching. These models are very varied and can be blended but would require explicit support to integrate effectively so that intentions can be realised.</i></p>	<p><b>Generic whole-school CPD expected to fit subject-specific needs,</b> e.g. assessment for learning, behaviour for learning without care taken to how routines might change when not in a classroom.</p> <p><b>Lack of funding designated to staff development</b> e.g. 'all of our money goes on transport to fixtures, so we do not have the budget to offer the team any specific CPD'.</p> <p><b>Lack of confidence teaching PE accepted as a reason to not teach/'PE requires specialist knowledge that we do not have'.</b> What is being done to elevate teacher confidence and competence longer term as opposed to fixing the short-term problem through employing coaches?</p>
<p><b>Inspector question 21:</b></p> <p>a) To what extent do requirements for consistency allow for any necessary flexibility?</p> <p>b) How is a consistent quality of teaching ensured from inexperienced, non-specialist and/or struggling staff?</p>	
<p><b>Teachers have the knowledge and skills they need to feel confident in teaching all areas of PE, regardless of their main areas of expertise.</b> All staff can develop appropriate learning experiences because they have secure physical education content knowledge.</p> <p><b>Wide-ranging opportunities for new staff, inexperienced and non-specialist staff to receive tailored CPD based on needs analysis,</b> e.g. subject and pedagogical content knowledge gaps identified and focused on. Non-specialist staff supported fully to understand specialised knowledge created in the discipline by specialists.</p> <p><b>Struggling or inexperienced staff offered opportunities to shadow, team teach, observe effective practice and receive</b></p>	<p><b>Too little oversight of external providers</b> e.g. external coach quality of teaching not in line with rest of teaching across other subjects.</p> <p><b>Subject knowledge too weak to accurately identify weak PE teaching and so support is misguided/not timely.</b> Improvements to teaching are not quick enough.</p> <p><b>Areas outside of teacher's experience are left unchallenged,</b> e.g. 'I've never taught gymnastics so I can't offer it as an activity area'. <i>This might suggest that staff have limited opportunities to upskill themselves/little inclination to do so, which will limit the opportunities afforded by pupils.</i></p> <p><b>Lack of support for inexperienced/non-specialist</b> – encouraged to 'get on with it' and 'learn by doing', e.g. no offering of team teaching, shadowing, coaching or masterclasses to upskill staff.</p>

<p><b>specific CPD opportunities regularly to improve progress rapidly.</b></p> <p><b>Moderation across staff team provides regular opportunities to quickly identify possible gaps/lack of alignment and remedy quickly,</b> e.g. curriculum meeting time used to observe practice and identify areas to improve consistency of teaching, assessment and curriculum enactment across the staff body.</p>	<p><b>Members of staff about whom there are concerns are not identified quickly enough or provided with support to make improvement quickly enough.</b></p> <p><b>'One size fits all' approach to supporting struggling staff,</b> e.g. lead teacher cannot identify exact areas of weakness to prescribe a solution – the same provision is offered regardless of where exact gaps in practice are.</p> <p><b>Staff work as discrete entities</b> – experience and expertise are not pulled together to support each other – very specific domain areas. <i>This could limit curriculum perspective and might not ensure that all principles that underpin the curriculum are catered for.</i></p>
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**Focus area 6: The extent to which whole-school policies affect the capacity for effective education in the subject**

This section is crucial to identify where the quality of education is influenced by the activities of the school and where the quality of education provided can be attributed to senior leadership.

<p><b>Outline of potentially stronger practice in terms of intent, implementation and impact</b></p> <p>NB: answers will take many forms. Below are common findings to look out for</p>	<p><b>Outline of weaker practice in terms of intent, implementation and impact</b></p> <p>NB: answers will take many forms. Below are common findings to look out for</p>
<p><b>Inspector question 22:</b> What are the priorities for discussions at line management meetings between subject leaders and SLT?</p> <p><b>School-friendly questions:</b></p> <ul style="list-style-type: none"> <li>Are there transparent systems and tools in place for the purposes of monitoring and evaluation?</li> <li>How are any monitoring or evaluation systems/tools used to improve practice?</li> </ul>	
<p><b>Curriculum discussion around alignment to school values and vision, content selections, needs of pupils and particular sequencing discussions feature in LM meetings. These priorities will be monitored, evaluated and reviewed as progress is made.</b></p> <p><b>LM are confident to challenge and hold the required content and pedagogical content knowledge to support critical</b></p>	<p><b>Line manager does not have schematic understanding of the curriculum in PE,</b> e.g. 'my line manager doesn't really understand our subject – it's just generic discussion, which would possibly be no different to any other subject'.</p> <p><b>No systems in place for monitoring, evaluating and supporting the subject.</b></p>

<p><b>reflection and review of curriculum area. Action plans carefully considered collaboratively.</b></p> <p><b>Discussions that concentrate on particular groups are frequent and focus on improving their experiences in school,</b> e.g. SEND pupils' curriculum experience and solutions sought together to ensure the curriculum is fully inclusive, ambitious for all and the experience is as desired.</p>	<p><b>Results of monitoring and evaluation procedures are not shared with practitioners, and support is not offered to improve practice.</b></p> <p><b>Too little oversight of any external providers.</b> Alignment of curriculum, pedagogy and assessment is not being discussed or monitored.</p>
<p><b>Inspector question 23:</b> What criteria are used to decide on timetabling priorities, such as time given to your subject, whether classes are split between multiple teachers and which classes will be taught by non-specialists [secondary)</p> <p><b>School-friendly questions:</b></p> <ul style="list-style-type: none"> <li>Does the time dedicated to PE reflect that which is afforded to other core and foundation subjects?</li> </ul>	
<p><b>Timetabling of lessons enables non-specialist to observe specialist teaching prior to own lesson delivery.</b></p>	<p><b>Coaches used unnecessarily across the curriculum,</b> e.g. where PE staff could upskill and provide the activity/sport being taught.</p> <p><b>Extensive use of coaches in particular year groups,</b> i.e. use of coaches should be content driven and not driven by behaviour or other reasons, including specific year groups, for example, 'because they do not require as much attention'.</p> <p><b>Timetabling discussions focus on weather,</b> e.g. 'it's too cold really to go outside and play football in December'. <i>Seasonal variation that reflects when the sports or activities are played is appropriate.</i></p> <p><b>Timetabling discussions focus on behaviour and/or attendance,</b> e.g. 'Year 5 are always on a Friday afternoon because of behaviour' or 'we always have PE in period 1 because some pupils come in to school late and we don't want them to miss other lessons'.</p> <p><b>Poor use of facilities and equipment is restricting the range of activities on offer,</b> e.g. 'we want to offer outdoor and adventurous activities but we've not got the space'. These assumptions should be challenged because pupils are entitled to a broad and balanced curriculum – inspectors might wish to ask about how funding is allocated, how timetabling of the main hall/playground works, etc.</p>
<p><b>Inspector question 24:</b> What criteria are being used to decide on how the PE budget is allocated?</p>	

**School-friendly questions:**

- Does the budget enable the school to provide appropriate, adequate and accessible equipment and facilities, including that which promotes the inclusion of pupils with SEND?
- Is the budget providing the resources to maintain existing facilities, equipment and teaching materials?
- Is their budget available for subject association membership and/or partnership/network support?

**A curriculum area evaluation is used** to review spending from the previous year and identify new/ continuing needs.

**Sharing of equipment/facilities/support** from across trust/external agencies carefully considered to minimise spending.

**Adapted/modified equipment to ensure pupils at all levels can access the content being taught**, e.g. a batting tee or larger ball in softball for lower attainers/to meet the needs of specific pupils with SEND.

**Careful identification and allocation of funding to specific opportunities**, e.g. pupil premium pupils to attend a sporting event as part of a school trip.

**Large portion of the budget 'unnecessarily' spent on external coaches.**

**Budget used to buy lesson plans/resources** that could be made more specific to the context if designed and built within school by staff who know the pupils.

**Primary PE and Sport Premium used in ways that are not sustainable and not upskilling own staff**, i.e. reliant on external providers for content, equipment and teaching.

**Inspector question 25:**

How do school-wide policies, such as marking or CPD, support the school's needs?

**School-friendly questions:**

- Tell me about how 'big-picture' decisions in school affect PE.
- Is there anything about whole-school policies that limits or holds back the PE curriculum and assessment of it?

**School-wide policies consider the subject-specific nuances and offer the flexibility to meet the needs of the subject** to ensure meaningful practice takes place, e.g. PE exempt from one piece of 'marked' work per fortnight per class because assessment in PE takes a different form.

**PE practice restricted by the need for whole-school consistency**, e.g. 'the whole school has to be consistent with assessment so we are required to data drop and 'mark' as the rest of the school does'. *In this way, Physical Education is expected to meet the needs of the whole-school policy.*

## Glossary

Term	Description
<b>Accessible</b>	The provision of facilities, equipment, curriculum and pedagogy is available to the entire pupil population, including pupils with disabilities, or those with specific cultural/religious requirements, and where appropriate is modified or adapted to meet specific needs.
<b>Assessment</b>	'A variety of tasks and settings where students are given opportunities to demonstrate their knowledge, skill, understanding and application of content in a context that allows continued learning and growth' (Siedentop and Tannehill, 2000).
<b>Automaticity</b>	Ability to recall and deploy (facts, concepts, and methods) with accuracy and speed and without using conscious memory; frees the working memory for higher-order processes that require holding a line of thought.
<b>Coaches</b>	Often sport/activity specific. Qualifications are awarded to demonstrate level of coaching proficiency within an activity. Coaches are often measured by the progress of their performers and therefore there is a concentration on results.
<b>Components</b>	The building blocks of knowledge or sub-skills that a pupil needs to understand, store and recall from long-term memory in order to be successful in a complex task. See Automaticity.
<b>Composites</b>	The more complex knowledge which can be acquired or more complex tasks which can be undertaken when prior knowledge components are secure in a pupil's memory.
<b>Cumulative dysfluency</b>	Educational failure caused when pupils do not have enough opportunities to recall knowledge to gain automaticity with the use of that knowledge. Over time this may cause many gaps in pupils' knowledge which prevent or limit pupils' acquisition of more complex knowledge.
<b>Deep structure</b>	The different ways a principle can be applied that transcend specific examples. When a principle is first learned, it is used inflexibly as the learner will tie that knowledge to the particulars of the context in which the principle has been learned (the 'surface structure'). As a learner gains expertise through familiarity with the principle and its applications, their knowledge is no longer organised around surface forms, but rather around deep structure. This means that experts can see how the deep structure applies to specific examples and that is an important goal of education.
<b>Declarative knowledge</b>	Declarative includes propositional knowledge 'about' movement, including appropriately pitched knowledge of biomechanical, psychomotor, anatomical, sociological aspects that relate directly to physical activity and sport.
<b>Deliberate practice</b>	Systematic and purposeful practice that is focused on improvement. Often involves breaking down the task to smaller building blocks and practising each individually.
<b>Disciplinary knowledge</b>	Methods and conceptual frameworks used by specialists in a given subject, e.g. knowledge of physical education as a discipline.

<b>Extra-curricular</b>	Activities and opportunities that sit outside of timetabled PE lessons. Often after school, before school or occupy lunchtimes. Can be organised and lead by adults or pupil leaders. Extra-curricular activities have the potential to develop and broaden the foundation learning that takes place in physical education, and also forms a vital link with community sport and activity.
<b>Formative assessment</b>	Formal and informal assessment approaches conducted during the learning process to support teachers to modify teaching approaches to improve pupil attainment. Using information to make adjustments to teacher practice to support pupil learning, e.g. low-stakes retrieval practice.
<b>Free play</b>	Unstructured an unrestricted freedom of movement and activity.
<b>Games</b>	Can be provided as an umbrella term to discuss: <i>invasion games</i> , e.g. football, netball, basketball; <i>net/wall games</i> , e.g. tennis, volleyball, badminton; <i>striking/fielding games</i> , e.g. rounders, kickball; <i>target games</i> , e.g. golf, archery; and/or <i>cooperative games</i> .
<b>Hierarchical subjects</b>	Subjects where content has a clear hierarchical structure and there is often less debate about content choices than for cumulative subjects. This is because there are core components of knowledge that you must know in order to be able to progress within the subject.
<b>Long-term memory</b>	Where knowledge is stored in integrated schema, ready for connecting to and for use without taking up working memory. See schema.
<b>Models based practice</b>	A models-based approach is where a model, for example Sport Education, is used to teach a unit. Each model has a different structure and is categorised as an approach to teaching. Hybrid models have been developed with the intent to support pupils' knowledge of all aspects of PE.
<b>Performance</b>	Temporary and not necessarily repeated as opposed to learning, which is 'the more or less permanent change in behaviour that is reflected in a change in performance'.
<b>Physical activity</b>	A broad term referring to all bodily movement that uses energy. In addition to physical education and sport, physical activity encompasses active play and routine, habitual activities such as walking and cycling, as well as housework and gardening.
<b>Procedural knowledge</b>	Procedural includes knowledge 'in' movement, including practical knowledge of the nature and principles underlying human movement.
<b>Progression model</b>	The planned curriculum path from the pupil's current state of competence to the school's intended manifestation of expertise.
<b>Purposeful play</b>	Clear physical, tactical, technical outcomes, e.g. participant can be intently focused on his or her objective, particularly when play is organised and goal-oriented, as in a game.
<b>Schema/schemata (plural)</b>	A mental structure of preconceived ideas that organises categories of information and the connections between them.
<b>School sport</b>	The competitive, performance-orientated extra-curricular activities offered by schools, for example netball and football teams.
<b>Sport</b>	All forms of physical activity that contribute to physical fitness, mental well-being and social interaction. These include play, recreation, organised, casual or competitive. Sport often has clearly defined rules, is officiated and is competitive.

<b>Substantive knowledge</b>	Subject knowledge, often that carries considerable weight in a given subject domain, such as significant concepts.
<b>Summative assessment</b>	Assessment approaches that aim to evaluate pupil learning at the end of a unit of work or period of time. Often high stakes e.g. end of unit tests.
<b>Teaching styles</b>	Planned interactions between teacher and pupils that result in the accomplishment of a set of specific outcomes. Teaching styles are to do with the 'how' and 'why' of delivering content. Mosston and Ashworth (1986) suggested a spectrum of teaching styles based on who makes the decision about the learning environment and the actions that occur within it. Teachers are required to have a working knowledge of how different teaching styles are required depending on content choices and pupils' needs.
<b>Understanding</b>	<p>We are using the cognitivist model in which understanding describes pupils' interconnected knowledge, e.g. of facts, concepts and procedures in physical education. Understanding describes a certain schematic pattern of knowledge and is not qualitatively different from knowledge. Mental schemata can be viewed as network node diagrams, where nodes represent knowledge (facts, concepts, processes, features) and arcs the relationships between them. Understanding in this model is a function of the quantity of appropriate nodes and the quantity of appropriate arcs - more knowledge, and more connections between them leads to more understanding. A knowledge schema can always be developed further and this is synonymous with deepening understanding. In this sense, a curriculum plan articulates the degree of understanding intended.</p> <p>In everyday life, the question 'do you understand?' invites a binary yes/no response. This implies that understanding is something that is finite and can be possessed absolutely. This is incorrect and leads us into many traps, such as trying to 'teach for understanding' as an absolute when understanding can be viewed as a continuum and the nature and degree of understanding sought should be part of a teacher's articulated curricular intent.</p>
<b>Working (short-term) memory</b>	Where conscious processing or 'thoughts' occur. Limited to holding four to seven items of information for up to around 30 seconds at a time.