

A P Associates
educational consultants

PE Subject Leaders Resource Park





PE SL Resource Pack

This, and subsequent resource packs, have been designed specifically to support the work of subject leaders for the foundation subjects (Art & Design; Computing; Design & Technology; Geography; History; MfL; Music; PE; RE) as well as for Science and PSHE, in primary schools.

The structure of each resource pack follows the same format:

Part A: Resources & NC Requirements

This includes:

- a list of key websites, including those of the professional subject association;
- key publications to support the subject leader, and
- a brief statement of curriculum intent

Part B: PE - Good (in 'old' money)

This outlines, albeit from 6 years ago, the last time that Ofsted wrote a set of subject specific criteria to complement the 'generic' whole school criteria in the then Inspection Framework. Whilst there is now a new Inspection Framework (May 2019) what was 'good' learning & teaching in PE (in this instance) in 2013 is clearly still 'good' PE learning & teaching today.

I have taken the criteria for 'good' as a starting point, not as a deficit model, i.e. not using 'outstanding' but, because I make the assumption that all teachers and pupils want to have a good days learning & teaching. If both a subject and senior leaders' evaluation is that provision meets the criteria for 'good' then there is every good reason to refer to the criteria for 'outstanding'. The subject specific criteria for Outstanding (from Dec 2013) are included in Annex 1.

Part C: PE: Quality of Education

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

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

Part D (exemplar) is my initial interpretation of a best-fit between the old and the new.

Annex 1: PE – Outstanding (in 'old' money)



Part A: Resources & NC Requirements

Links:

- The Association of Physical Education

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

(Membership: School £93 / annum – Individual £116 / annum)

- Putting PE at the Heart of School Life

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

- Primary PE and Sport Premium – Key Indicators

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

- Physical Education, physical activity and sport in school

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

Resources

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

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

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

PE Programmes of study: Key Stages 1 & 2

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf

Purpose of study

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

Aims

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

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

Attainment targets

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

Subject content

Key stage 1

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

Pupils should be taught to:

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

Key stage 2

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

Pupils should be taught to:

- ♣ use running, jumping, throwing and catching in isolation and in combination
- ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

- ♣ perform dances using a range of movement patterns
- ♣ take part in outdoor and adventurous activity challenges both individually and within a team
- ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

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

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



Summary self-evaluation

Summary:

The key strengths in:

Teaching, learning & assessment in PE are:

The PE Curriculum are:

The main areas we need to develop in:

Teaching, learning & assessment in PE are:

The PE curriculum are:

Signed: Date:

August 2019



Part B: PE - Good (in 'old' money¹)

Achievement

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

Teaching

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

¹ Taken from the Subject Specific Guidance (Ofsted 2013)

Curriculum

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

Leadership & Management

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

Part C: PE: Quality of Education (Good)

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

IMPLEMENTATION		
NEW HANDBOOK	EVIDENCE	OLD SUBJECT CRITERIA
Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.		
Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.		
Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.		
Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.		
Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These		

materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.		
The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.		
Reading is prioritised to allow pupils to access the full curriculum offer.		
A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.		
The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.		
Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.		

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

Part D: PE: Quality of Education (exemplar)

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

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

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

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

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

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



PE Good

Annex 1: PE – Outstanding (in ‘old’ money²)

Achievement

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

Teaching

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

² Ofsted Dec 2013

- Pupils' progress is systematically checked throughout all key stages. Assessment data is used by teachers and coaches to plan further challenges for more able pupils and provide additional support for the less able.

Curriculum

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

Leadership & Management

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

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