Outstanding Physical Education in Primary Schools

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Outcomes

Identify the key indicators of outstanding practice in the four key areas inspected by OFSTED.

Apply these indicators to your own practice to facilitate a PE specific action plan.
What Kind of Thinker are You?

**Single – Loop Learning**
The most common style of learning is just problem solving – improving the system as it exists.

**Assumptions**
Why We Do What We Do

**Strategies and Techniques**
What We Do

**Results**
What We Get

**Double – Loop Learning**
More than just fixing the problem, this style of learning questions the underlying assumptions, values and beliefs behind what we do.
What Kind of Learner are You?
Progress Comes from Being Brave

World High Jump records (men’s) 1895 - 1980

- Western Roll (1912)
- Straddle (1937)
- Fosbury Flop (1968)

Source: IAAF
Aggregation of Marginal Gains
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1. Identify the goals
2. Evaluate current practice
3. Devise Action plan
4. Implement Actions
5. Review Impact
Securing Outstanding

- Achievement of pupils
- Quality of teaching
- Quality of the curriculum
- Quality of leadership in, and management of, PE
- Overall Effectiveness
Round Table Discussion

- Achievement
- Teaching
- Curriculum
- Leadership
Outstanding Achievement

- Boys and girls of all ages, abilities and interests acquire new knowledge and skills exceptionally well.

- They practise skills in a wide range of activities and apply them in selected activities to achieve exceptionally high levels of performance.

- Pupils are physically fit. 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.

- 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.

- Almost every pupil can swim at least 25 metres and remain safe in and around water by the end of Year 6.
Outstanding Achievement

- Acquisition of knowledge/skills
- Broad curriculum – transfer of skills across activities
- Fitness
- Independent learners
- Pupil creativity, self assessment and target setting. Working independently.
- Pupil attitudes towards subject. Participation in Extra-Curricular activities
- Swim 25m by end of year 6
Outstanding 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 improve 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.

• 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.
Outstanding Teaching

• 1 – Assessment for learning – teacher attitude towards the subject

• 2 – Subject knowledge – progress – assessment for learning

• 3 – High Expectations. Appropriate level of challenge.

• 4 – Pace and physical activity promotion

• 5 – Management of equipment including ICT

• 6 – Differentiation/use of pupil data
Task: individually look at the grade descriptors in relation to achievement and teaching in PE.

- Identify where you are doing well in relation to achievement and teaching and what specific areas you think you need to improve upon
- **Red** – Needs attention now
- **Amber** – doing ok but areas to improve
- **Green** – we are good at this
Network - Community of Practice

• Find someone who has a green where you have a red or amber.
• Find out what they are doing to secure outstanding practice in that area.
• Use that information to inform an action plan
Outstanding 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.
• 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.
• 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.
• 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.
Outstanding Curriculum

• Range of activities within curriculum, full participation, competitive sport

• Cater for ALL students (particular groups), and those at all levels of the ability continuum

• Extra-curricular provision – balance of activities

• Swimming provision

• External links – clubs, secondary schools etc

• 2 hours of TT PE

• Cross curricular links

• SMSC
Outstanding 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.
- 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.
Outstanding Leadership & Management

- Subject vision – across the whole school – learning journey.
- Bring staff on board – motivate pupils
- Profile of PE within the school
- Continual improvement driven by subject leaders
- Monitoring of provision, staff training, sharing good practice
- Consistent use of assessment is promoted
- External links – use of young leaders (Playmakers Award?)
- Whole school contribution
- Governor links
- Use of new funding
Task: individually look at the grade descriptors in relation to curriculum and leadership in PE.

- Identify where you are doing well in relation to curriculum and leadership and management, and what specific areas you think you need to improve upon
  - **Red** – Needs attention now
  - **Amber** – doing ok but areas to improve
  - **Green** – we are good at this
Overall Effectiveness

• Teaching in PE is outstanding and, together with a rich and relevant PE curriculum and a broad extra-curricular sports programme, contributes to pupils’ outstanding learning, physical development, participation and achievement. Exceptionally, achievement in PE may be good and rapidly improving.

• Outstanding leadership of PE ensures that pupils, and particular groups of pupils, have excellent educational experiences in lessons and in extra-curricular sport, and these experiences ensure that they are very well equipped for the next stage of their education, training or employment.

• Rigorous monitoring and evaluation ensures that practice consistently reflects the highest expectations of staff and the highest aspirations for all pupils, including disabled pupils or those with special educational needs, those for whom the Pupil Premium provides support and the most able.

• Good practice is spread effectively in a drive for continuous improvement.

• PE makes an outstanding contribution to pupils’ spiritual, moral, social and cultural development.
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What about the new funding?

• The new funding for primary school PE and school sport will be inspected.
• What will this be judged on?

  – achievement in weekly PE lessons;
  – increased participation in competitive school sport;
  – personal health and well-being; and
  – Improved attitudes and behaviour towards learning.
What about the new funding?

- The increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics;
- The increase and success in competitive school sports;
- How much more inclusive the physical education curriculum has become;
- The growth in the range of provisional and alternative sporting activities;
- The improvement in partnership work on physical education with other schools and other local partners;
- Links with other subjects that contribute to pupils’ overall achievement and their greater social, spiritual, moral and cultural skills;
- The greater awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine pupils’ health.
Common Weak Areas

• Teachers’ lack of detailed subject knowledge;
• Superficial lesson planning and limited use of assessment;
• Not enough opportunities for pupils to participate and compete in school sport;
• Insufficient focus on promoting pupils’ physical fitness;
• No strategy to improve the health and well-being of all pupils; and
• Not all pupils could swim 25 metres unaided by the end of Key Stage 2.
Things to think about

• Subject meeting – whole school approach
  – Self Evaluation
  – Action Planning
  – Get headtechers on board

• New level 5/6 qualification in Primary PE....make yourself a specialist?

• Courses, Conferences
Resources

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