

Beyond 2012 – outstanding physical education for all

Physical education in schools 2008–12

This report is based on evidence from inspections of physical education between September 2008 and July 2012. Her Majesty's Inspectors and additional inspectors from Ofsted visited 120 primary schools, 110 secondary schools and seven special schools. This report draws also on evidence from four visits to schools to observe good practice in PE.

Part A provides an overview of findings about pupils' achievement, the quality of teaching and the curriculum, and the leadership and management of physical education in the schools visited. It evaluates the impact of the recommendations made in an earlier report, *Working towards 2012 and beyond*. It recommends actions for schools and the Department for Education to secure further improvement in the quality of physical education in schools.

Part B identifies the common weaknesses seen in PE and looks at what the most effective schools have done to overcome these weaknesses so that physical education is good or outstanding.

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Introduction

Physical education (PE) is part of every child's entitlement to a good education. It is unique in that it is taught through physical activity in weekly practical lessons both indoors and outdoors, in a wide range of physical, creative and aesthetic settings. It provides pupils with the generic skills, knowledge and understanding they need to become physically literate, and at the same time gives most of them their first regular experiences of sport. When taught well, physical education enthuses and inspires pupils to participate fully and develop a life-long love of physical activity, sport and exercise.

This report, *Beyond 2012 – outstanding physical education for all*, acknowledges the improvements made to PE and school sport over the last four years. However, inspectors found that despite significant investment during much of this time, not all pupils have a good physical education. In some schools, there is not enough *physical* education in PE. In other schools, PE is not taught in enough depth and there is only limited access to a high standard of competitive sport. PE requires further improvement in about one third of primary schools and one quarter of secondary schools.

In primary schools, some teachers lack the specialist knowledge needed to teach PE well and outcomes for pupils are not as good as they could be. More able pupils are not always challenged to achieve their very best, levels of personal fitness are not high enough and not all pupils are able to swim 25 metres before they leave school. PE in secondary schools does not always contribute to improving pupils' fitness. More able pupils do not have enough time to practise and achieve their very best. Only a minority of schools play competitive sport to a very high level. Only a few schools have achieved a balance between increasing participation and generating elite performance: in these schools sport was played to a very high standard.

Nevertheless, the report confirms there is more good and outstanding PE than at the time of the last Ofsted PE survey in 2008. Sustained government investment has enabled schools to make significant improvements in PE and school sport. However, continuing these improvements will present a formidable challenge for schools against a backdrop of greater expectations. Ofsted recommends that the Department for Education considers devising a new national strategy for PE and school sport that builds on the successes of school sport partnerships and enables schools to make a major contribution to the sporting legacy left by the 2012 Olympic Games.

It is hoped that schools use these findings and the case studies of good practice included in the report to gauge the quality of their own PE and consider what they must do to make it good or outstanding. Ofsted has made a number of recommendations in the report to assist schools in this process. Ofsted will also look to act on the findings from this survey: we will disseminate the findings of this

survey nationally and will follow it with a report examining the quality of the best competitive school sport in the state sector, comparing it with that on offer in the independent sector.

Key findings

Primary schools

- Achievement was good or outstanding in two thirds of schools visited. Boys and girls, disabled pupils and those with special educational needs made similar progress in PE.
- By the end of Key Stage 2, most pupils had achieved age-related expectations, including in swimming. However, a fifth of schools visited had not ensured that every pupil could swim 25 metres by the end of Year 6.
- Pupils' achievement and enjoyment of school, including their personal development and well-being, were enhanced significantly by opportunities to train as playground buddies and junior sports leaders.
- Teaching was good or outstanding in more than two thirds of schools visited. None of the schools visited had inadequate teaching. Where it required improvement,¹ the main weaknesses were the teachers' limited subject knowledge and use of assessment which led to superficial planning and insufficient challenge, particularly for the more able pupils.
- In a quarter of schools, pupils were not challenged to improve their personal fitness sufficiently. Warm-ups were too short and too easy, and were often followed by long periods of inactivity as teachers introduced the lesson. Only a few schools had adapted PE programmes to suit the individual needs of obese pupils, or engaged with health agencies, parents and carers to improve the lifestyle of these pupils.
- The quality of the PE curriculum was good or outstanding in over three quarters of schools visited. Most schools provided two hours of PE each week² and have enhanced their provision to achieve a good balance of games, gymnastics, swimming, dance and athletic activities. They provided a wide range of after-school clubs and inter-school competitions.

¹ Since September 2012, inspection judgements that are not good (grade 2) have been judged to require improvement (grade 3). For reasons of consistency, all grade 3 inspection judgements in this survey are referred to as 'requires improvement'.

² Two hours of PE and school sport each week was an aspirational target for schools introduced by the previous government. There is no statutory requirement for schools to devote a specific amount of time to PE.

- The impact of school sport partnerships³ in maximising participation and increasing regular competition was clearly evident in the vast majority of schools visited. Participation rates were very high but only a few primary schools taught selected activities in sufficient depth or played competitive sport to a very high standard.
- Leadership and management of PE were good or outstanding in over two thirds of schools visited. Professional development and training provided by school sports partnerships had increased subject leaders' knowledge and understanding of self-evaluation, action-planning and curriculum development, and empowered them to lead improvements to PE. However, assessment procedures were less well developed in the majority of schools visited.

Secondary schools

- Achievement was good or outstanding in almost three quarters of schools visited. In GCSE PE and BTEC Sport, achievement in lessons was good or outstanding in most schools. GCSE PE A* to C results improved by six percentage points during the period of this survey.
- Pupils with special educational needs made similar progress to other pupils in PE. Boys' and girls' progress in GCSE PE was similar to the national trend where boys tended to out-perform girls in practical lessons, particularly in invasion games.
- Pupil's achievement and enjoyment, and their personal development and well-being were enhanced significantly by opportunities to gain qualifications in sports leadership, coaching and refereeing, and organising sport for others.
- Teaching was good or outstanding in more than three quarters of schools visited. Where teaching was outstanding, planning and assessment procedures were systematic and rigorous. Pupils' learning and progress were accelerated by regular, precise feedback and extended periods of time to practise skills.
- The needs of gifted and talented pupils were met through additional provision and personalised support programmes for them. However, their needs and those of other more able pupils were not always met in lessons. Low expectations, too much teacher-talk and insufficient opportunities for pupils to learn independently meant that some of them were not fully challenged to work hard and achieve their very best. In some lessons, tasks were not challenging enough, time to practise and improve skills was too short and there were too few opportunities to select and apply newly acquired skills in competitive situations.

³ School sport partnerships (SSPs) are one strand of the previous government's Physical Education, School Sport and Club Links strategy launched in 2002. They are families of secondary, primary and special schools working together to increase the quality and quantity of PE and sports opportunities for young people.

- The previous Ofsted PE survey recommended that the Qualifications and Curriculum Authority (QCA) and professional associations linked to PE develop a common strategy to support schools in assessing core PE in Key Stage 4. This survey found little evidence of a common approach being used. Schools devised their own procedures or chose not to assess students' progress throughout Key Stage 4.
- The previous Ofsted PE report also recommended that schools develop effective assessment information to transfer within, and between, schools. This survey found that very few secondary schools had responded to this by actively seeking assessment information from their feeder primary schools to plan the Key Stage 3 curriculum and monitor students' progress in PE.
- Over three quarters of the schools visited had a good or outstanding PE curriculum. In Key Stage 4, accredited awards in PE were taught alongside, or as part of, core provision.⁴ A range of alternative activities, such as street dance, outdoor pursuits and golf, captured the interest of those not suited to team games or at risk of disengaging from traditional PE activities. However, weak assessment procedures and minimal time for core PE fuelled the perceptions of a very small minority of pupils that PE was merely 'a break from academic study'.
- Sports enrichment was central to the ethos of most schools visited and led to extensive provision of after-school clubs, inter-school competitions and fixtures, and training for sports leaders. In a small minority of secondary schools, including some sports colleges where PE was outstanding, the balance between maximising participation and generating elite performance had been achieved and sport was played to a very high standard.
- Fitness training was often taught as a discrete unit of work, but was not regularly reinforced in other PE lessons in a quarter of schools visited. Opportunities to observe and evaluate others' work were overdone at the expense of high-intensity, sustained physical activity. Only a few of the schools had coherent plans to tailor PE provision to support obese pupils to lead a healthy lifestyle by engaging them in regular physical activity.
- Leadership and management of PE were good or outstanding in over three quarters of schools visited. In more than one third of them, leadership and management were outstanding. In these schools, subject leaders were expert practitioners who inspired others to support their relentless drive for improvement. However, in one in five schools visited, subject leadership required improvement. Weaknesses in teaching had not been tackled well enough and improvement planning had not led to long-term gains in pupils' achievement.

⁴ Core PE at Key Stage 4 is the provision for all pupils in Years 10 and 11 to ensure coverage of National Curriculum expectations. In addition to this, students can choose to pursue an accredited award in PE or sport.

Recommendations

PE is generally in good health. Considerable investment over the last decade has ensured that PE is a central part of the lives of pupils of all ages. Most of them engaged with the build-up and preparation for the 2012 London Games, by learning about them and participating in a range of sports initiatives to promote the event.

Schools have a vital role to play in ensuring that all pupils remain at the heart of a successful sporting legacy left behind by the Olympic Games. Pupils must be encouraged to remain actively engaged in PE and school sport, and be helped to maintain their interest in sport outside of school by participating regularly in activities in local clubs and community sports facilities.

A commitment from the government to invest in a new strategy for PE and school sport is needed if this legacy is to be maintained. This survey confirms that national funding over the last four years has led to considerable improvements.

Government funding is only part of the solution. Schools have a key role to play too. School leaders and staff must take a lead in securing the nation's sporting future beyond 2012. Teachers and coaches in schools are best placed to stimulate pupils' early interest and enthusiasm for play, physical activity, PE and school sport. Ensuring that the quality of PE in their school is good or outstanding will make a significant contribution to maintaining a legacy of sporting success up to and beyond 2016. This opportunity must not be missed.

All school leaders should:

- routinely monitor the quality of teaching and leadership of PE, measuring its impact on pupils' learning and progress, and taking decisive action when outcomes for pupils are less than consistently good
- provide weekly opportunities for all pupils to participate and compete in school sport to enable the most able pupils to attain high standards of performance
- Increase the time given to teaching core PE each week, where this is less than two hours, to enable all pupils to exceed National Curriculum PE expectations and lead a healthy lifestyle.

Primary school leaders should:

- ensure that every pupil can swim at least 25 metres before the end of Key Stage 2
- plan learning in PE that builds on what pupils of all abilities already know, understand and can do, and identifies what pupils need to do next in order to improve.

All subject leaders should:

- articulate a clear vision for making PE good or outstanding and ensure that improvement plans are fully understood and supported by all staff
- set the highest expectations of staff and pupils, and model good practice
- provide schemes of work for all areas of activity that include clear guidance for colleagues on the step-by-step stages of teaching specific skills
- work in partnership with parents and health agencies to enable overweight and obese pupils to participate regularly in a personalised programme of PE as part of a healthy lifestyle.

Secondary subject leaders should:

- use their subject expertise to rigorously evaluate the quality of teaching, pinpointing precisely the strengths and weaknesses, and providing training for staff whose teaching is not consistently good
- implement manageable and effective procedures to assess pupils' progress from entry to exit from the school, and check that all staff use this information to raise the achievement of pupils of different abilities
- foster stronger links between schools and local sports clubs and leisure providers to enable more pupils to participate and excel in PE, extra-curricular and community sport.

All teachers, classroom assistants and sports coaches should:

- improve pupils' fitness by keeping them physically active throughout all lessons and engaging them in regular, high-intensity vigorous activity for sustained periods of time
- raise their expectations of what more able pupils are capable of achieving and provide them with challenging, competitive activities that lead to high standards of performance
- apply agreed schemes of work and assessment procedures consistently so that all teaching is at least good.

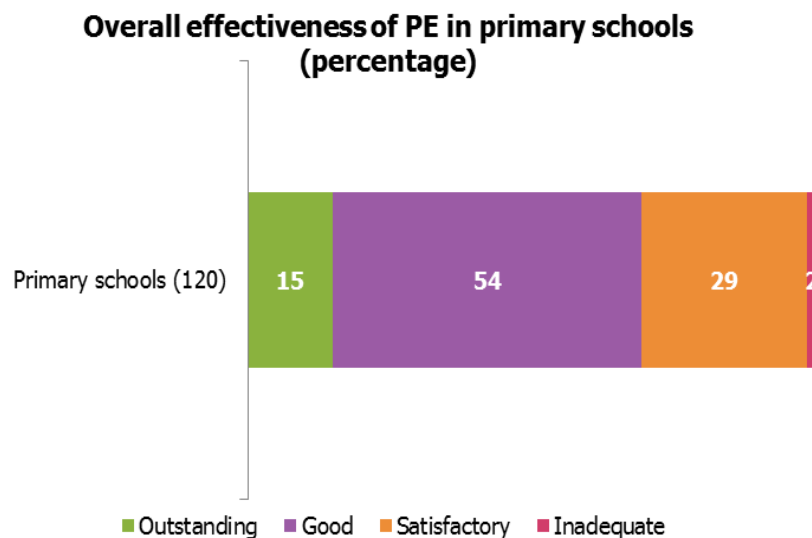
The Department for Education should:

- build on the improvements made to PE and harness the interest and momentum generated by the 2012 London Olympic Games by devising and implementing a new national strategy for PE and school sport

- ensure that those responsible for the initial training of primary teachers provide them with sufficient subject knowledge to enable them to teach PE well.

Part A: The overall effectiveness of PE in primary schools

1. The overall effectiveness of PE was good in 54% of schools and outstanding in 15% of schools visited. It required improvement in 29% of schools and was inadequate in 2% of them.



Percentages are rounded and may not add to 100.

Achievement

2. Pupils' achievement in PE was good in 59% of schools and outstanding in 8% of schools visited. It required improvement in 33% of schools and was inadequate in 1% of them. The proportion of schools with good achievement in PE was similar to the findings at the time of the last Ofsted survey of PE. The proportion of schools with outstanding achievement in PE was much larger.

Achievement in PE in primary schools (percentage)



Percentages are rounded and may not add to 100.

3. Most pupils achieved well in team games, dance and swimming, partly reflecting the better quality subject knowledge of teachers, coaches and instructors in these activities. Pupils' enthusiasm for PE and willingness to 'have a go', using the skills and knowledge they had already acquired, enabled them to enjoy participating in a wide range of activities.
4. In the Early Years Foundation Stage, most children achieved or exceeded age-related expectations. They were able to replicate the actions demonstrated by the teacher and could respond effectively in time to music and song. Children could move around indoor and outdoor spaces safely and developed fine and gross motor skills in structured play, formal games and gymnastics lessons.
5. In Key Stages 1 and 2, pupils' learning and progress were good or outstanding in two thirds of schools visited due to the good or better teaching they received. In lessons where teaching did not enable pupils to improve their skills and personal fitness, or when learning was too closely directed by teachers, pupils made much less progress. Boys and girls made similar progress in most activities. Good personalised support for disabled pupils and those with special educational needs ensured that they were fully included in PE lessons and made sufficient progress
6. In a third of schools visited, more able pupils did not progress beyond basic techniques in ball games, gymnastics and dance due to teachers' low expectations and limited subject knowledge. In lessons seen in these schools, all pupils performed the same tasks regardless of their ability and the tasks set were too easy for those who had already secured a basic range of skills. One school visited, however, took an innovative and effective approach to ensuring

that all pupils benefited from teaching finely tuned to their individual needs. In this school, standards were high as a result of 'games afternoons'.

For one lesson each week all Key Stage 2 classes are timetabled at the same time. Pupils of different ages and abilities are grouped together and matched with the relevant teacher or sports coach to help them progress. The most able pupils benefit from specialist teaching of games by coaches which enables them to achieve above average standards. Less able pupils are taught by teachers and coaches who match lesson content to what pupils know, understand and can do, so all are interested and engaged. By working with others of the same ability, pupils are able to progress well.

7. Almost all of the schools provided regular swimming lessons in Key Stage 2. Most schools ensured that all pupils met national requirements for swimming by the end of Year 6. However, in one in five schools visited, a few pupils were unable to swim 25 metres unaided by the end of Key Stage 2. Most of these schools could not access additional time in off-site pools to provide further swimming lessons for those pupils who had not met minimum expectations. In this school, typical of others facing similar problems, standards in swimming were below average because pupils were not given enough opportunities to learn to swim.

Pupils attended 30-minute swimming lessons once a week for one and a half terms in Year 4. This was coordinated by the local authority that organised swimming for all other schools in the borough. Consequently pool time was limited and the allocation given to the school was not sufficient to raise standards in swimming. There were also no other available pools with spare capacity in the borough or its neighbouring boroughs.

8. PE made an excellent contribution to pupils' personal development and well-being in most of the schools visited. Pupils enthused about PE, saying it was their 'favourite subject' and 'the main reason for their enjoyment of school'. In one school an inspector noted:

Pupils say that PE is 'absolutely brilliant'. This is reflected in their obvious enjoyment and eagerness to learn. High participation rates and impeccable behaviour are testimony to high levels of pupil enjoyment and engagement. The school ensures that sporting success is celebrated and rewarded and this has a notable impact in boosting pupils' self-esteem.

9. Regular participation during lessons and enrichment activities aided pupils' achievement by instilling confidence, building self-esteem and promoting

positive attitudes towards learning. This example epitomises the contribution made by PE to pupils' personal development and well-being in the best schools.

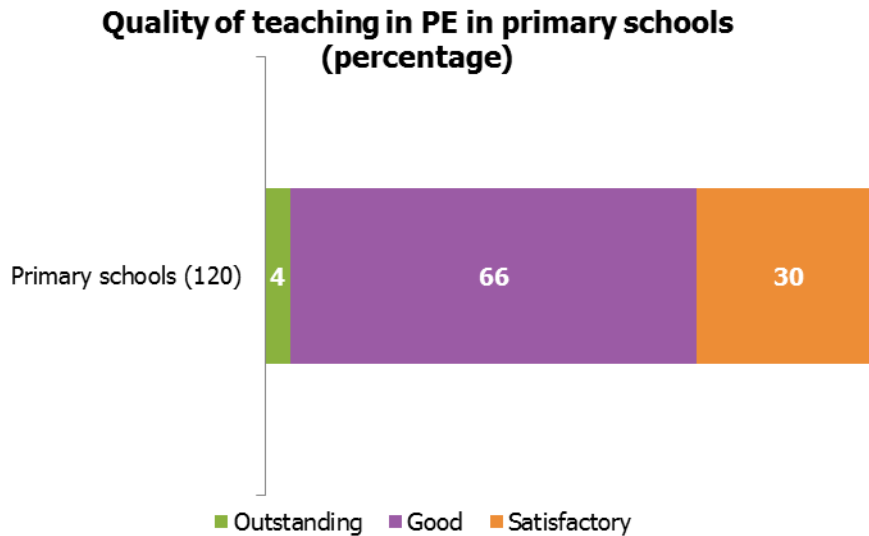
Pupils' participation in physical activity during lessons and in enrichment activities is making a strong contribution towards their all-round personal development. Pupils say they enjoy PE and sport. They join in enthusiastically in lessons and in a variety of playground games. They demonstrate high levels of physical fitness and show imagination and creativity in their work. Teamwork is particularly strong and pupils cooperate very well in group activities in lessons. Many pupils take part in sport outside of school, with some elite performers representing regional teams.

10. The majority of primary schools in the survey enabled older pupils to extend their knowledge and understanding by training as 'playground buddies' or young leaders to organise informal games and sports activities for others. This boosted their organisational skills and team-working, as highlighted in the example below. It also had a significant impact on improving pupils' behaviour. Minor behaviour incidents in the playground reduced because pupils were actively engaged in fun activities and were supervised by easily recognisable older pupils.

Pupils who are trained as junior playground leaders wear their 'leader' T-shirts with pride. They are well organised, know where to find equipment and work safely in zoned areas marked with colours. Activities are very popular with pupils, participation rates are high and they thoroughly enjoy lunchtimes. The school council feels that these lunchtime arrangements work well because pupils' views about what playground markings should be installed were listened to by teachers.

The quality of teaching

11. The quality of teaching of PE was good in 66% of schools and outstanding in 4% of schools visited. It required improvement in 30% of them. None of the schools visited had inadequate teaching. The proportion of schools with good or outstanding teaching was larger than it was at the time of the last Ofsted survey of PE.



Percentages are rounded and may not add to 100.

12. Where teaching was outstanding, teachers' enthusiasm and willingness to demonstrate movements and skills fostered strong relations with pupils and developed their skills and knowledge of different PE activities. Pupils enjoyed replicating teachers' demonstrations and valued the positive comments, technical advice and praise provided by them.
13. In schools where teaching of PE was good or outstanding:
 - expectations of pupils of all abilities were consistently high
 - teachers' excellent relationships led to full engagement and high levels of enjoyment for pupils
 - pupils were inspired to try hard and achieve their very best
 - no time was wasted and the pace of learning was always purposeful and physically active
 - excellent subject knowledge enabled teachers to model techniques to show pupils the standards expected
 - effective questioning of pupils during practice was accompanied by high-quality, subject-specific feedback on how to acquire skills and improve their performance
 - lessons were sharply focused because they were based securely on high-quality long-term planning
 - teachers planned together to avoid duplication of activities across key stages and to ensure that lessons contained suitably challenging tasks for pupils of different ages and abilities

- pupils had regular opportunities to be creative, make decisions for themselves and practise skills independently, in pairs and small groups for sustained periods of time
 - teachers regularly assessed learning through their observation and questioning, and provided pertinent feedback to challenge pupils to improve their performance.
14. Where teaching was good or outstanding, pupils' learning across all four strands of the PE national curriculum was equally strong, namely: acquiring and developing skills; selecting and applying skills; tactics and compositional ideas; evaluating and improving performance and knowledge of fitness and health. Where planning was less detailed and did not cover all of the four strands, lessons tended to focus solely on skill acquisition which limited pupils' wider knowledge and understanding of the subject.
15. Where the quality of teaching required improvement, teachers were unsure about the expected standards in each area of activity. For example, teachers knew how to introduce ball games such as football and netball, but they lacked a thorough understanding of how to consolidate basic sending and receiving skills, keep possession of the ball in competitive drills, or use tactics to outwit opponents and score. As a result, they were unable to model the expected standard or provide pupils with appropriate feedback to improve their performance. They did not have a detailed understanding of the step-by-step stages in developing specific skills, and this prevented pupils from progressing to the next stage.
16. More able pupils were taught the same activities as others, and tasks set were frequently too easy for them. Lessons were mostly led by the teacher, limiting opportunities for pupils to experiment and find their own ways of improving. In these lessons, insufficient analysis of pupils' individual needs hindered the achievement of the most able because teachers were unaware of what pupils already knew and could do well.

The Year 2 games lesson started well and gave pupils the chance to practise their throwing and catching skills. However, for a minority of pupils, the task was not challenging enough and equipment was not selected to match the different ability levels. Some other pupils found it difficult to apply their skills in small group activities and insufficient emphasis was placed on evaluating their learning and identifying how to improve. Consequently, they became dependent on adults leading activities, which limited their progress.

17. The previous Ofsted PE survey recommended that providers of primary initial teacher education should review the time allocated to PE during teachers' training to ensure that they were better prepared to teach all aspects of the

subject. This survey found that little had been done to increase the proportion of time allocated to educate trainees about how to teach PE.

18. In the large majority of schools, teachers had benefited from regular opportunities for professional development provided locally by school sport partnerships, and this had led to considerable improvements in the quality of teaching in the majority of schools. However, this was not consistent across all activities. For example, teachers were more confident in teaching games and dance but were less confident in teaching gymnastics. Despite this training, teachers' lack of detailed subject knowledge and confidence in teaching aspects of PE presented notable barriers to raising the achievement of more able pupils in a third of schools visited.
19. In weaker lessons, pupils were not challenged to warm up vigorously or build stamina and strength by participating in sustained periods of physical activity. They were often prevented from exercising for extended periods because teachers interrupted their learning or took too long to introduce new tasks. Opportunities to record information and observe each other's work aided their learning but often led to lengthy periods of physical inactivity.
20. The previous Ofsted PE survey recommended that sports colleges and school sports partnerships be at the heart of local and regional initiatives to tackle childhood obesity. They had supported the majority of primary schools visited to gain the Activemark or Healthy Schools awards but there was little evidence of a coordinated approach to identifying and reducing childhood obesity.
21. The latest Chief Medical Officer's report confirms a rising trend in childhood obesity.⁵ It also highlights the importance of physical activity in tackling this issue, recommending that children and young people engage in moderate to vigorous intensity physical activity for at least one hour every day. Most of the schools visited had implemented a range of initiatives to raise pupils' awareness of leading a healthy lifestyle and increase their activity rates. For example, pupils were encouraged to participate in short daily exercise sessions such as 'Take-Ten', or 'Huff and Puff' at playtimes, and cycle or walk to school. In most schools, a healthy eating policy had been introduced. However, only a few schools specifically targeted support towards overweight and obese pupils. This included:
 - home visits by teachers in the Early Years Foundation Stage to share concerns about pupils' weight and engagement in physical activity

⁵ Annual Report of the Chief Medical Officer Volume 1 2011 On the State of the Public's Health, Department of Health, 2012; www.dh.gov.uk/health/2012/11/cmo-annual-report/.

- encouraging obese pupils to attend early morning breakfast clubs that involved some physical activity followed by healthy eating
 - setting up a 'self-esteem' club to encourage overweight pupils to take part in regular exercise
 - liaising with the school nursing service to seek parental agreement to monitor pupils' weight and lifestyle
 - communicating with parents to educate them about suitable food and drinks for their child's lunch box.
22. One primary school worked proactively with parents to change their children's lifestyles and improve their fitness and health.

The teacher, school nurse and the child's parents worked together to identify and agree strategies to improve the child's mobility through a regime of healthy eating and increased levels of physical activity. In school the child attended the healthy cooking club, took part in daily 'wake and shake' sessions and completed occupational health sessions for improving his mobility. At home, the parents implemented parts of the government's health promotion strategy 'Change4Life', in particular altering his eating habits, reducing the size of portions at mealtimes and taking exercise outside of school hours.⁶

23. The absence of detailed assessment procedures in Key Stages 1 and 2 was a key weakness in more than half of the schools visited. Despite the professional development provided for teachers by school sport partnerships, and their own detailed knowledge of assessment procedures in other subjects, only a minority of teachers showed a secure understanding of how to measure pupils' progress accurately in PE.
24. Where assessment was weak, teachers did not have a secure grasp of what individual pupils could do well, or what they needed to spend more time doing to improve. Without this information, learning in lessons was not matched well enough to individual pupils' knowledge, skills or understanding of PE. These schools were unable to illustrate the achievement of pupils throughout both key stages. National Curriculum expectations or pupils' personal targets for improvement were underused, limiting pupils' own understanding of how well they were progressing.
25. Schools that had implemented their own assessment procedures used a range of methods, such as: grades for effort; levels of achievement; reward stickers; personal logs; photographic evidence; and reports to record pupils'

⁶ Change4Life, NHS; www.nhs.uk/Change4Life.

achievement in different activities. However, this usually led to numerical grades for attainment and effort that did not relate to pupils' achievement in the four strands of the PE National Curriculum and added little to improving pupils' learning and progress. These examples show the effects of weak assessment procedures.

The school has only recently started to assess pupils' attainment and monitor progress. Consequently, although leaders have a general overview of attainment at the end of each key stage, they do not have an evaluation of any variation in pupils' progress from year to year or of pupils grouped by gender or ability.

Teachers do not formally assess the progress pupils make or record their attainment in PE. Because of this, lessons are not planned with enough thought given to the range of needs and abilities in the class.

26. Schools with effective assessment procedures used a range of techniques to monitor pupils' learning and progress. These included:
- building on teacher's judgements of children's physical development in the Early Years Foundation Stage by testing pupils' physical ability at the start of Key Stage 1, and using this as a baseline to measure the progress they made in games, gymnastics and dance activities
 - selecting suitable 'core tasks' to teach to pupils and assessing how well they did in each strand of the PE National Curriculum
 - recording which pupils were working towards, achieving or exceeding the standards expected in each core task
 - matching this information to the PE attainment target level descriptors to form an overall 'best-fit' view of individual pupils' achievement
 - sharing this information between teachers throughout Key Stages 1 and 2 to track pupils' progress over time and plan suitable interventions for those pupils needing further support or extra challenge
 - sharing assessment information with pupils and giving them regular day-to-day feedback on how well they were doing to enable them to compare their progress against the PE attainment target
 - maintaining high activity rates by not requiring pupils to fill in assessment forms or discuss their work with others for too long.
27. A small minority of schools visited employed sports coaches to teach PE. When teachers and coaches planned collaboratively and the quality of coaching was routinely monitored, they made an excellent contribution towards raising achievement, as in the following example.

In a Year 2 lesson, the teamwork between the teacher and the coach was outstanding. The teacher used the interactive whiteboard well at the start of the lesson to illustrate the hand positions pupils would be using in their catching and throwing practices. The coach encouraged pupils to repeat key words and phrases to consolidate their understanding. Demonstrations were used very effectively by teachers and coaches to show pupils what they were aiming for in their responses and precise feedback helped to improve their fielding skills.

28. Coaches had less impact on pupils' achievement when they did not work alongside classroom teachers or when school leaders did not check on the quality of their work. This resulted in teaching which was not matched well enough to pupils' individual needs and ability, as in the following example.

Lesson observations show a significant variation in the progress made by pupils taught by teachers and by sports coaches. When teachers use the shared planning resources that include challenging core tasks, pupils make good progress. However, sports coaches generally use the same lesson plan to teach classes of different age groups. This does not provide sufficient challenge for older or more able pupils and so limits their achievement.

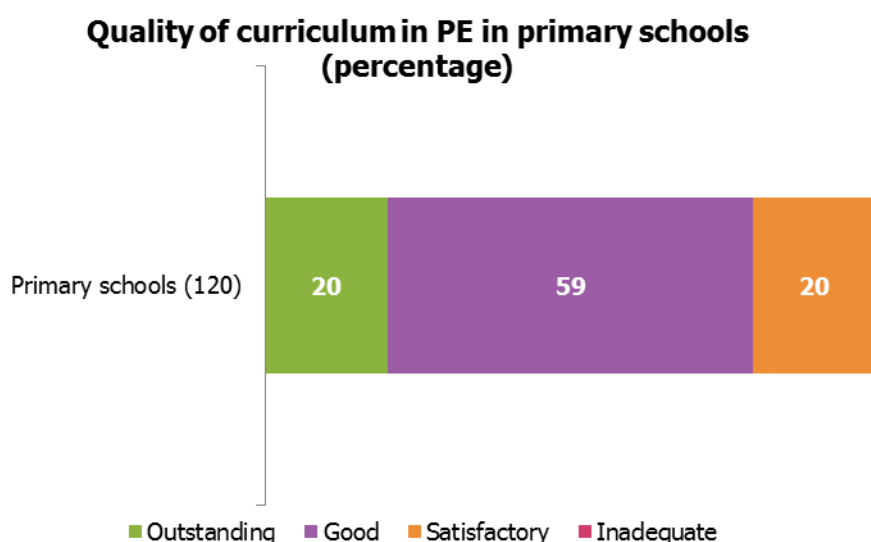
29. School leaders and teachers reported positively on the quality of professional development opportunities in PE provided by school sport partnerships and by some local authorities. Their impact was evident in the improved quality of teaching and in the extended range of activities provided in the majority of schools visited. Opportunities for new and inexperienced teachers to work with expert practitioners had strengthened their knowledge and understanding, and given them the confidence to introduce new activities and try different approaches to teaching.

30. This example illustrates this point.

An excellent association with the school sport partnership has helped bring about improvements to the overall quality of teaching. The school sport coordinator works alongside inexperienced members of staff in PE lessons in a well-organised programme of team-teaching that runs throughout the year. Teachers and coaches combine to offer an outstanding array of enrichment activities. Large numbers of pupils arrive in school at eight o'clock each morning to join dance, fitness and martial arts activities led by specialist coaches. Breaks and lunchtimes include less formal dance and playground games led by young leaders. After-school sports clubs operate every night each week and include a multi-skills club for Key Stage 1 pupils and mini-games and inter-school fixtures for older pupils. All pupils take part in at least one enrichment activity each week.

The quality of the curriculum

31. The quality of the PE curriculum was good in 59% of schools and outstanding in 20% of schools visited. It required improvement in 20% and was inadequate in 1% of them. The proportion of schools with a good or outstanding curriculum was much larger than that found in the last Ofsted survey of PE.



Percentages are rounded and may not add to 100.

32. Engaging fully in school sport partnerships had led to the development of a good or outstanding curriculum in the large majority of schools visited. Most schools provided two hours of PE each week and met National Curriculum requirements. This included a wide range of traditional games, dance, gymnastics and swimming. Some of the very small rural schools visited struggled to teach gymnastics due to the lack of a suitable indoor space and specialist equipment.
33. A wide range of traditional and alternative activities, competitions and festivals had significantly improved curricular and enrichment provision. This combination of competitive and non-competitive activities increased pupils' enjoyment and achievement in PE. This example typifies the range of activities and strategies schools used to actively engage pupils in regular physical activity.

The curriculum is planned exceptionally well and ensures continuity and progression in pupils' learning. It is supplemented by many tournaments and competitions for pupils of all abilities. All pupils have access to at least two hours of planned PE each week and more time is often included with additional fitness programmes such as 'Fit kids' and 'Take ten'. Playgrounds have been redesigned to encourage pupils to participate at

lunchtimes in a variety of games and activities. Junior leadership is promoted very effectively by giving pupils opportunities to organise matches, coach others and officiate. Very strong links with local schools and sports clubs ensure that more able pupils can extend their skills. An extensive programme of swimming enables all pupils to learn to swim, experience water safety and personal survival.

34. Outdoor and adventurous activities were taught regularly on site in only a small minority of the schools visited. However, the majority of schools organised an annual residential trip that enabled pupils to gain memorable experiences in physical activities such as orienteering, climbing or water sports. This school made good use of its local environment to prepare for the residential visit.

Younger pupils gained confidence, independence and learned to cooperate with others through 'Forest Schools' activities in the school grounds and adventure days at a local outdoor centre. Older pupils continued to develop these qualities in activities such as caving, mountain-biking and orienteering. Year 6 pupils speak enthusiastically about the seven-mile mountain walk, climbing and overnight camping.

35. A very small minority of the schools visited provided less than two hours of time for PE and sport. Subject leaders cited pupils' participation in a range of after-school sports activities as a means of ensuring that they were meeting the two-hour recommendation. However, this was not supported with an accurate record of which pupils were participating regularly in these activities.

36. One in five schools visited had an outstanding curriculum. These schools considered two hours of high-quality PE and school sport each week to be the minimum entitlement for all pupils. The curriculum was personalised to suit pupils' different abilities and interests by matching them to a wide range of curricular and extra-curricular activities. Less able pupils benefited from additional support from classroom assistants to help them secure basic movement and ball-handling skills. More able pupils received specialist coaching and applied this learning in competitions. This example illustrates these key features of outstanding provision.

Curriculum provision is exceptional. It promotes equality of opportunity by tailoring provision for the least- and most-able pupils and recognising that pupils learn in different ways. Pupils experience all six areas of activity. This is supplemented with a diverse range of enrichment activities that add significant value to pupils' skills, knowledge and understanding of PE. All pupils receive a core entitlement of two hours of PE weekly and at least a further 30 minutes of well-planned daily lunchtime activities. All Year 5 and 6 pupils visit a residential outdoor education centre. Pupils also

benefit from specialist coaches, festivals of sport and multi-skills activities organised by the local school sport partnership.

37. The good contribution made by school sport partnerships in engaging pupils in an extensive range of competitive games, gymnastics, dance, alternative sports and after-school clubs has been previously reported by Ofsted.⁷ In the vast majority of schools visited, PE enabled pupils of all abilities and interests to participate in a number of diverse sports, ranging from karate and street-dance to speed-stacking and cheerleading. Regular competitions and mini-festivals with other schools strengthened the achievement and enjoyment of all pupils, including those with a disability or special educational needs. This example illustrates how staff, coaches and volunteers were used to enhance their enrichment programmes.

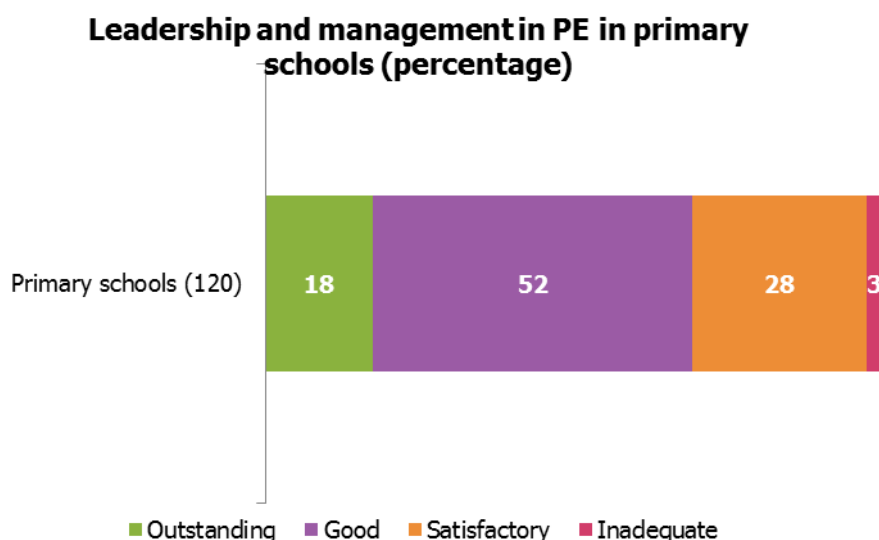
Pupils from across the different age ranges regularly compete against other schools and participate in festivals of sport and multi-skills activities. They take part in the schools' mini-Olympics and non-traditional activities. Lunchtime supervisors and older pupils have completed training, led by the school sport coordinator, to act as play leaders and this has led to a variety of interesting and well-supported games being enjoyed by pupils every day.

38. However, very few schools showed a clear rationale for introducing new activities to the PE curriculum. Most schools had readily accepted new activities introduced by school sport partnerships, sports governing bodies and community clubs without considering how they would ensure continuity and progression in pupils' learning or how these activities would contribute to raising achievement in PE.
39. It was not unusual for schools to provide over 20 different curricular and extra-curricular activities in Key Stages 1 and 2, ranging from football and tennis to Yoga and Taekwondo. This breadth of activities captured the interest and imagination of large numbers of pupils and encouraged them to participate regularly in physical activity. However, only a very small minority of schools dedicated enough time to teaching specific sports such as traditional ball games, gymnastics and athletics in sufficient depth to provide pupils with the knowledge, skills and understanding needed to attain very high standards of sporting performance.

⁷ *School Sport Partnerships* (100237), Ofsted, 2011; www.ofsted.gov.uk/resources/100237.

Leadership and management

40. The quality of leadership and management of PE was good in 52% of schools and outstanding in 18% of schools visited. It required improvement in 28% and was inadequate in 3% of them. The proportion of schools judged to have good leadership was slightly larger than the findings of the last Ofsted PE survey. The proportion of schools judged to have outstanding leadership in PE was much larger.



Percentages are rounded and may not add to 100.

41. Where PE was good or outstanding, leadership and management of PE had been strengthened considerably by 12 days of professional development provided by school sport partnerships to develop the role of primary link teachers in PE.⁸ These teachers had been shown how to complete a subject audit to evaluate the strengths and weaknesses of PE and had used this information to prepare plans for improvement.
42. The most effective leadership of PE ensured that effective steps were taken to strengthen the quality of teaching, as seen in this example.

The very high quality of teaching results from the subject leader teaching half of all lessons, from opportunities for pupils to work with specialist coaches and an intensive programme of PE professional development for all staff. Teachers have improved in their confidence and competence to teach PE as a result of the opportunities to attend external courses and

⁸ All primary schools in school sport partnerships were allocated 12 days of training coordinated by a school sports coordinator.

take part in team-teach with the subject leader, who is an excellent role model.

43. In schools where leadership and management of PE were good and outstanding, subject leaders:
- had a clear vision for the subject, were aspirational and vigorously pursued improvement
 - inspired others to improve their teaching and understanding of PE and sport
 - were highly effective teachers of PE and good role models for others to emulate
 - worked alongside their colleagues to share good practice and increase their confidence and competence in teaching PE
 - knew most of the strengths and weaknesses of PE and took steps to strengthen the subject
 - showed that development planning had led to significant, sustained improvements and had raised standards in PE
 - set themselves challenging targets for improvement with clear timescales to check that planned improvements were being met
 - forged good relations with other schools to widen opportunities for pupils and liaised with local partners to provide training and support for staff.
44. In this school with outstanding PE, excellent improvement planning accompanied by rigorous monitoring and evaluation ensured that all aspects of PE were excellent.

Leadership of PE is inspirational, dedicated and informed by a high level of subject expertise. There is a strong track record in introducing new approaches and ideas. Improvement priorities are clearly set out in an annual plan of action. PE, dance and sport have a very high profile in displays, assemblies and the life of the school. Staff have benefited significantly from targeted professional development and an exceptionally well-organised approach to curriculum planning and resourcing. Subject monitoring and evaluation are rigorous and systematic, and include lesson observations, auditing the views of staff and pupils, and analysing pupils' participation in extra-curricular activities and competitions. Improvements in provision and pupils' many achievements are reported regularly to the governing body who take a keen interest in the subject.

45. Most subject leaders were non-specialists in PE. They had used their new knowledge, gained from in-service training in self-evaluation, to devise plans to raise achievement in PE. Only a few of them had sufficient time outside of their

own teaching commitments to observe lessons in order to form an accurate view of the quality of teaching of PE.

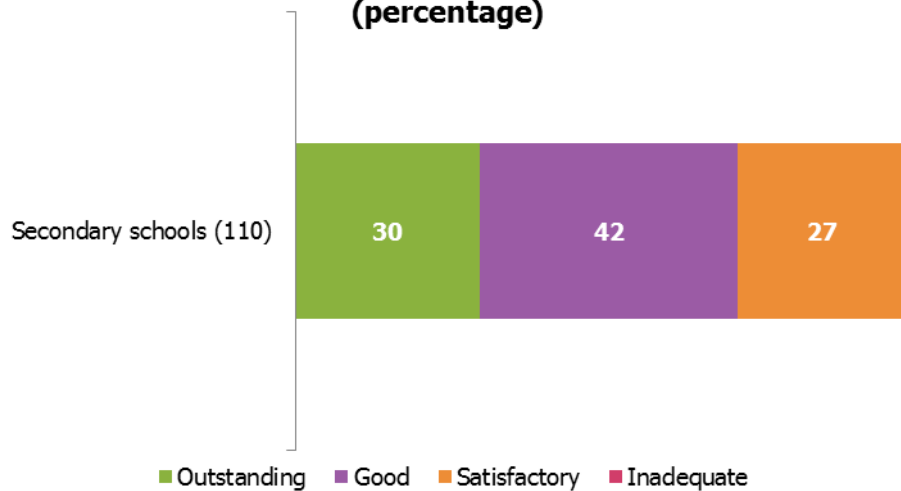
46. Where leadership and management of PE required improvement, subject leaders were not driving improvements to PE because:
- they lacked sufficient knowledge of PE to recognise what was working well, and what needed improving
 - improvement planning focused on extending provision rather than on raising achievement
 - lesson monitoring was infrequent, and did not provide an accurate overview of the impact of teaching on pupils' learning
 - there were too few opportunities to share best practice among staff and iron out inconsistencies
 - they had not convinced school leaders to allocate sufficient curriculum time to PE to enable pupils to make good progress
 - partnerships with other schools and organisations had not been forged to support the development of PE and add further capacity to make improvements.
47. A very small minority of primary school headteachers had not ensured that their school had engaged fully with school sport partnerships to enable them to improve the effectiveness of PE. This example illustrates this shortfall.

Involvement with the school sport partnership has so far had very little impact on improving provision. The subject leader has not completed the link teacher audit or assessed the professional development requirements of staff. Although an action plan for improving provision has been drawn up, it does not include a number of important priorities such as improving assessment. Teachers have missed out on training that would help improve their subject knowledge and pupils have not benefited sufficiently from the community coaching programme or from attending after-school sports clubs.

The overall effectiveness of PE in secondary schools

48. The overall effectiveness of PE was good in 42% of schools and outstanding in 30% of schools visited. It required improvement in 27% and was inadequate in 1% of them.

Overall effectiveness of PE in secondary schools (percentage)



Percentages are rounded and may not add to 100.

Achievement

49. Pupils' achievement in PE was good in 47% of schools and outstanding in 25% of schools visited. It required improvement in 27% and was inadequate in 1% of them. The proportion of schools with good or outstanding achievement was larger than at the time of the last Ofsted survey of PE.

Achievement in PE in secondary schools (percentage)



Percentages are rounded and may not add to 100.

50. Pupils achieved well in a wide range of games, dance and athletics, and in PE and sport examination courses. Achievement in traditional invasion games such as football, rugby, netball and hockey was often good because more time was

allocated to them, and teachers' knowledge and understanding were more secure than in other areas of PE, as in the following example.

Achievement was better in invasion games than gymnastics because more time was given to this activity in the curriculum. For example, skill acquisition and use of knowledge and understanding to make decisions in a conditioned game of rugby were good. In gymnastics, the performance of basic balance skills on apparatus and the floor was poor. The composition of simple sequences to link skills lacked control, flow and precision.

51. In almost three quarters of schools visited, pupils' achievement was good or outstanding due to the high-quality teaching they received. Independent learning in small groups of similar ability, and regular opportunities to practise and refine skills in unopposed and competitive situations enabled them to develop confidence and competence in a wide range of activities.
52. The vast majority of pupils behaved well, displayed positive attitudes and thoroughly enjoyed PE. Most schools ensured that disabled pupils and those with special educational needs received the support they needed to make sufficient progress. The learning and progress of pupils of different abilities were accelerated when teachers and support staff knew them well and tailored their planning to ensure that they were kept fully engaged in lessons. In the best examples the needs of pupils of all abilities were met, as in this case.

Strengths of the school's work are the different tasks and resources provided in lessons to meet the full range of ability levels. Pupils identified as gifted and talented are challenged through taking different roles, including leading and initiating sessions and peer-coaching. Teachers skilfully provide less-able pupils with activities that are broken down into smaller tasks to help them to acquire skills at a good rate.

53. The large majority of schools visited enhanced the learning of gifted and talented pupils by including them in a range of enrichment clubs and competitive sports fixtures, training them as sports leaders and providing them with specialist coaching in their chosen sports. One outstanding sports college adopted a range of strategies to ensure that its gifted and talented pupils could focus on performing their individual sport well.

Gifted and talented pupils receive outstanding support from staff to help them maintain a balance between their academic work, sporting commitments and home life. They have excellent opportunities to work with professional sports people and experience advanced training methods through a programme of visits and visitors.

54. However, this good practice did not extend to include some more able pupils or those with the potential to become more able in PE. In a minority of schools visited, these pupils were not challenged sufficiently in PE lessons because teachers' expectations were too low. A lack of detailed planning resulted in them doing the same activities as others, which were too easy because they only involved repeating skills they had already acquired. Teachers did not group pupils by ability in order to provide more able pupils with challenging tasks that reinforced and extended their learning. Those with high levels of personal fitness were not sufficiently tested by prolonged periods of high-intensity exercise.
55. In most of the GCSE PE or BTEC Sport lessons observed including GCSE dance, pupils made good or outstanding progress. Some variation was seen in the achievement of boys and girls in practical lessons, where boys tended to dominate in practical activities, especially invasion games. No significant variation was noted in theory lessons.
56. The survey's findings reflect the improving national trend in GCSE results since the last Ofsted PE survey. The proportion of pupils achieving A* to C grades rose by six percentage points between 2009 and 2012, from 65% in 2009 to 71% in 2012.^{9,10} Throughout this period, national data show that girls have not attained as well as boys. This is often because more boys than girls choose to study GCSE PE, and consequently boys tend to dominate in practical activities, particularly invasion games.
57. In the large majority of the 48 schools visited with sixth forms, pupils' achievement in Advanced level PE was good or outstanding, reflecting the national trend in achievement in school sixth forms. Results improved slightly from 97.9% in 2009 to 98.3% in 2012.^{11,12} The proportion of pupils attaining

⁹ DCSF: GCSE and equivalent results in England, 2008/09 (revised), Table 9, (SFR01/2010), Department for Education, 2010;
[www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00196306/ks4-results-in-england-2008-09-\(revised\)](http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00196306/ks4-results-in-england-2008-09-(revised)).

¹⁰ GCSE and equivalent results (provisional) and National Curriculum teacher assessments at Key Stage 3 in England, 2011/12 (SFR25/2012, Table 8, October 2012, Department for Education, 2012;
www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00214981/gcse-national-curriculum-teacher-assessment-ks3-england.

¹¹ DCSF: GCE/Applied GCE A/AS and equivalent examination results in England, 2008/09 (revised), (SFR02/2010), Department for Education, 2010;
[www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00196293/post-16-results-in-england-2008-09-\(revised\)](http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00196293/post-16-results-in-england-2008-09-(revised)).

¹² GCE/Applied GCE A/AS and equivalent examination results in England, 2011/12 (provisional), (SFR26/2012), Department for Education, 2012;

higher A*, A and B grades has remained the same between 2009 and 2012 at 40%. Consistently, more girls than boys attained these higher grades.

58. In the Advanced level PE lessons seen, pupils made mostly good or outstanding progress due to the good-quality teaching they received. Progress was also good or outstanding in the small sample of Level 3 BTEC Sport lessons observed. Teachers demonstrated detailed knowledge of the course syllabus and were adept at teaching very small groups well, enabling pupils to make good or better progress.
59. A consistent feature in most schools visited was the positive contribution made by PE to pupils' personal development and well-being and the impact this had on their achievement. Excellent relations between pupils and staff led to pupils' positive attitudes, good behaviour and regular participation in extra-curricular sport. Most pupils enthused about PE and school sport. This school with outstanding PE epitomised these qualities.

Behaviour and attitudes to learning are first rate and pupils cooperate very well, showing care and consideration for their peers. They relish working independently and enjoy assuming leadership roles. Participation rates are very high and reflect pupils' enjoyment of PE. Pupils spoke confidently about the benefits of leading healthy lifestyles. Aspirations, self-esteem and confidence among pupils are also very high. The school celebrates their sporting success well with a wall of fame, rewards system and frequent praise.

60. In the vast majority of schools visited, regular participation in a wide range of traditional and alternative enrichment activities before, during and after school made a significant contribution to pupils' achievement in PE. Additional time to practise, intensive tuition from teachers and coaches and the extra challenge provided by competitive team and individual events combined to generate high standards of performance, as in this outstanding school.

Participation in lessons, extra-curricular activities and school teams is very high and attitudes to learning and behaviour are first-class. Pupils competently adopt leadership roles in lessons and as part of the sports leader and the Duke of Edinburgh Award schemes. School teams compete in many sports locally, regionally and nationally with some success. Individual accomplishments include a British record holder in swimming

and a member of the 2012 Olympic training squad, alongside various county and district sports representatives.

61. Thirty-two of the secondary schools visited were specialist sports colleges. Achievement in PE was good in the large majority of these schools and was outstanding in 13 of them. They had used their enhanced resources to achieve a good balance of maximising participation in PE, and generating high-quality sporting performance. Two sports colleges, the first a small one in a rural area and the second a large college in an urban setting, illustrated their commitment to achieving high rates of participation and high standards of school sport.

The school has won national, county and district titles in various sports and many pupils gain representative honours. In recent times it has won national titles for girls' rugby and netball. It has won county championships in boys' rugby and district titles in basketball and football. Some pupils go on to represent the county and their country, while others become professional athletes and win national titles in their chosen disciplines including triathlon, swimming, badminton, dancing and gymnastics. There are strong school–club links which provide a route of continuous development for these talented performers and those wishing to further their involvement in these activities. Their successes in PE are celebrated regularly through assemblies, an honours board, the awarding of colours and an annual presentation evening.

Participation in extra-curricular sport is extremely high: up to 150 students are involved in a regular programme of Saturday morning school sport. An extensive range of enrichment activities enhances pupils' experiences further, such as competing in an international netball competition and choreographing dance motifs for the opening ceremony of the 2012 Olympics. The number of individual pupils and school teams gaining representative honours at county, national and international levels is extraordinarily high. These are recognised in presentation evenings organised by the school's elected sports captains.

62. One sports college in an inner-city location with a diverse population of pupils from a wide range of minority ethnic backgrounds was extremely successful in securing high-quality performance in school sport. This school had used its first-class facilities to maximise pupils' participation and generate elite performance. Pupils were taught games, athletics, gymnastics and outdoor and adventurous activities in the PE curriculum. In games, all students in every year throughout Key Stages 3 and 4 learnt how to play tennis at a specialist tennis centre.

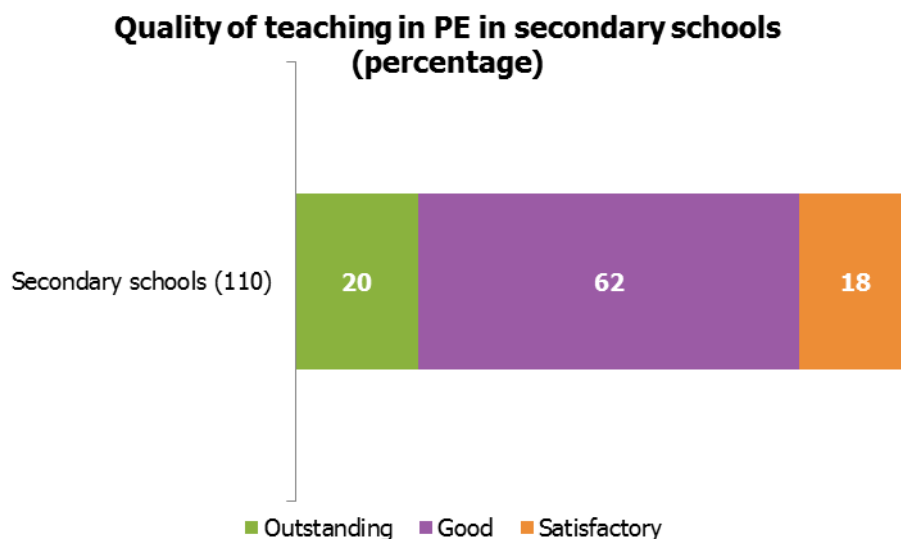
The school has attracted funding to provide an indoor, state-of-the-art tennis centre on the school site. It complements six existing outdoor

tennis courts of good quality. The centre is permanently staffed by a full-time tennis coach who is on site during the day, evenings and at weekends. The key strength of this arrangement is that pupils receive weekly tennis lessons delivered by an expert coach who makes learning fun, active and enjoyable. The high standards he generates within the curriculum are reinforced further through extensive opportunities to practise in after-school clubs.

The facility provides an ideal environment in which to learn to play tennis. Lessons are timetabled effectively in six-week blocks. The appropriate types of tennis ball, racket, court and net are matched to different abilities, and pupils of similar abilities are grouped together to ensure they enjoy success and to maximise their achievement. The coach's knowledge and enthusiasm inspire students; they are eager to learn, enthused and willing to try their very best in lessons. Consequently, standards are above average. Tennis is played to a high level in local and national competitions. Gifted and talented students practise regularly before or after school and at weekends as part of the centre's elite development groups.

The quality of teaching

63. The quality of teaching of PE was good in 62% of schools and outstanding in 20% of schools visited. It required improvement in 18% of them. None of the schools visited had inadequate teaching. The proportion of schools with good or outstanding teaching was much larger than it was at the time of the last Ofsted survey of PE.



Percentages are rounded and may not add to 100.

64. In schools where teaching of PE was good or outstanding:
- teachers' expectations for pupils of all abilities were consistently high
 - teachers set pupils challenging tasks and posed questions while they were practising that probed their knowledge and understanding, and helped them to improve their own and others' work
 - teachers' specialist subject knowledge and enthusiasm promoted high-quality learning and pupils' deep-rooted interest in PE and sport
 - lessons were planned using a coherent, up-to-date scheme of work for all activities
 - teachers knew how to introduce and develop skills gradually and effectively and provided ample opportunities for pupils to practise and apply them in different activities to consolidate their learning
 - pupils worked independently and in small groups to improve their skills
 - effective use of time kept pupils physically active for extended periods in order to improve their fitness
 - questioning while practising and in regular, brief reviews of learning continuously challenged and extended pupils' thinking and stimulated high-quality verbal responses
 - teachers systematically checked pupils' progress and used this information to plan their future learning.
65. In GCSE PE and BTEC Sport lessons, teaching was good or outstanding in most of the schools visited. In theory lessons, pupils were challenged to think for themselves, engage in group discussion and critically evaluate their own and others' written work. Analysis of past test papers and regular homework assignments developed good examination techniques. Assessments of pupils' practical performances against set criteria and regular marking of their written work enabled teachers to monitor their progress accurately and effectively. Those identified as not meeting the targets set for them were expected to attend additional revision classes to catch up or to revisit topics in which they had underachieved. Teachers' marking was thorough and explained clearly and precisely what pupils needed to do to improve further to attain a higher grade.
66. In GCSE and BTEC practical lessons, teachers' high-quality demonstrations were accompanied by extended periods of time for pupils to practise and refine skills, coach and choreograph together, and lead each other. In a minority of schools, specialist coaches worked alongside teachers in games and dance lessons to improve the quality of pupils' performances. Pupils thoroughly enjoyed learning and worked diligently because teachers and coaches made learning enjoyable, showed a thorough knowledge of the syllabus and had high expectations of

them. Teachers and coaches were excellent role models who forged good relations with pupils and motivated them to work hard. Clear learning outcomes and grade criteria were shared with pupils so they knew exactly what they needed to do to achieve their target grades.

67. In A Level and BTEC Diploma lessons, teachers' good relations and expert management of learning in small groups, often fewer than 10 students, enabled them to enjoy learning and achieve well. High-quality presentations using computers and interactive whiteboards helped to stimulate pupils' interest, especially when video files and commercial resources were used to illustrate aspects of physiology or examples of athletes performing. Most teachers were adept at enabling pupils to research their own learning and share this with others in the class.
68. In schools where the quality of teaching in PE required improvement, some good practice was evident, but this had not been shared with all staff to achieve consistently good teaching. Notable weaknesses had not been ironed out across the PE department, so pupils' progress varied depending on which teacher taught them.
69. In these schools, learning was not planned in small, progressive steps to enable pupils to build on what they had learnt previously. Pupils were unable to transfer knowledge and apply basic skills in more challenging tasks because they had not been given sufficient time to practise, refine and secure them in all activities. They were not given sustained periods of time in lessons to practise skills or develop the precision, control and fluency needed to perform them consistently and effectively. In games, they were less proficient in performing skills at pace or against opponents because teachers did not test them in small competitive situations before putting them into a full game. These cameos illustrate this weakness.

Pupils make good progress in Key Stage 3 due to good teaching across a wide range of activities and attainment is consistently above national averages. In games, some less able pupils make less progress than others because they lack a thorough grounding in basic ball and movement skills needed to outwit opponents effectively.

Pupils were able to evaluate their own and others' performances, and lead effective warm-ups. They demonstrated good techniques in skill performance when working individually and as part of a team. However, there were too few opportunities for them to select and apply their own skills and tactical ideas in games.

70. Where teaching required improvement, weaknesses in lesson planning meant that all pupils were taught the same activities. This often led to more able

pupils performing repeatedly at the level they had already attained. Skills were not taught sequentially to enable them to build on their prior learning, nor were they matched to their different needs or abilities. Consequently pupils' grasp of newly acquired skills was insecure.

71. Teacher's limited subject knowledge led to superficial feedback to pupils about the quality of their work and what they needed to do to improve their performance. Pupils' understanding of the concepts and processes of the PE National Curriculum was restricted by teaching that focused solely on skill acquisition rather than improving their physical and mental capacity, or helping them to make informed choices about their lifestyle.
72. In less effective lessons, teaching did not engage pupils in enough vigorous and sustained exercise. Too much teacher-talk and regular interruptions to record information and observe others performing prevented them from remaining physically active throughout lessons. Pupils were led through gentle warm-ups by teachers or by their peers when they were given responsibility for leading sessions. This helped to develop confidence in leading others but did not adequately prepare them for further vigorous, active learning.
73. The survey found very little evidence to suggest that schools were tackling the issue of obesity effectively. Some good practice was evident, such as enrolling obese pupils in Mind, Exercise, Nutrition and Do it (MEND) programmes organised by some local authorities. This helped to raise the self-confidence of overweight pupils, increase their physical activity and improve their eating habits. One secondary school took an innovative approach to engaging overweight girls in regular exercise.

A learning mentor and pastoral leader identified five girls in Key Stage 4 who were overweight, had low self-esteem and were reluctant to engage fully in PE lessons. Staff and students worked together to design a short programme of general fitness sessions, enabling them to select suitable exercises they felt would be beneficial to them. The girls participated in these sessions, led by the learning mentor, during personal, social and health education lessons. Their personal fitness and confidence improved and enabled them to reintegrate into regular, mainstream PE lessons.

74. Recent NHS statistics predict that the future prevalence of obesity among young people under 20 will rise to 10% by 2015 and 14% by 2025.¹³ This survey found little substantial evidence to suggest that PE in schools was

¹³ National statistics on obesity, physical activity and diet: England 2012, The Health and Social Care Information Centre, 2012;
www.data.gov.uk/dataset/statistics_on_obesity_physical_activity_and_diet_england.

making a significant contribution to reducing teenage obesity, and that much more collaborative working between schools, health services and parents and carers is needed to help to reverse this trend.

75. Assessment of core PE in Key Stage 4 remained a key weakness in one in four schools visited. Only a few schools requested assessment data from primary feeder schools. Very few schools assessed pupils' attainment on entry in Year 7 and used this baseline information to monitor their progress from entry to exit from school at the end of Year 11. In most schools visited, unvalidated teacher assessments in Key Stage 3 indicated that the vast majority of pupils met or exceeded national expectations by the end of Year 9. However, this was not always reflected in the standards observed in core PE lessons in Years 10 and 11, indicating that assessment procedures lacked rigour. Too many schools relied solely upon performance data attained in GCSE PE or BTEC Sport courses to illustrate pupils' progress, even though not all pupils in Key Stage 4 studied these awards.
76. Good and outstanding assessment practice was observed in one in five schools visited. This used a range of techniques to monitor pupils' learning and progress and included:
- testing pupils on entry into Year 7 to gain a secure baseline of their knowledge, skills and understanding in PE
 - sharing this information with pupils and expecting them to set and meet their own challenging targets for improvement
 - teaching 'core tasks' and assessing which pupils are working towards, achieving or exceeding the standards expected in each strand of the PE National Curriculum
 - making regular, systematic checks of pupils' progress against their personal targets and the PE National Curriculum attainment target
 - enabling pupils to self-assess what National Curriculum level or expected GCSE grade they were working at in each area of activity and comparing their performance against that of their peers
 - displaying National Curriculum levels of attainment in teaching areas and making frequent reference to them during lessons so that pupils gained a clear understanding of what they were doing well and what else they needed to do to attain the next level
 - recording and collating assessment information to form a best-fit overview of pupils' achievement in PE.
77. Four out of five schools used information and communication technology (ICT) in PE lessons, considerably more than was found at the time of the last Ofsted

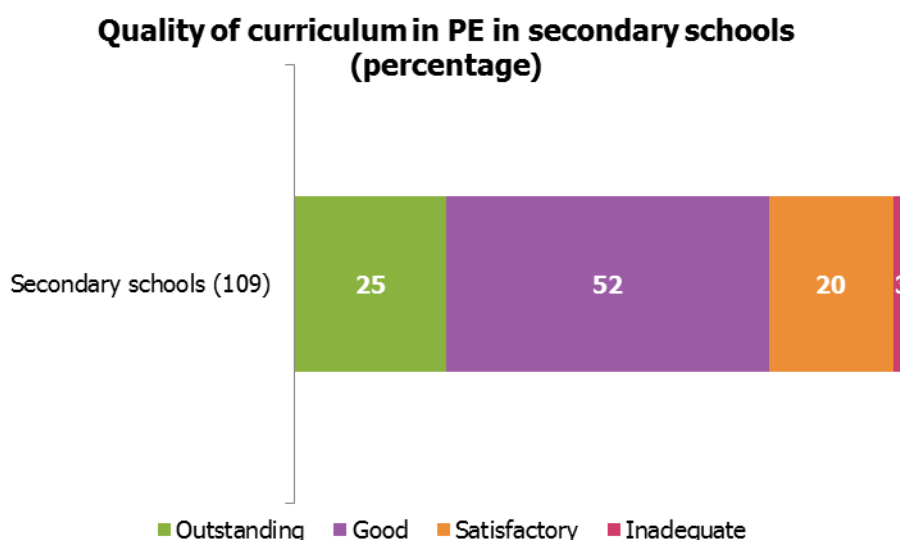
PE survey. The introduction of accredited awards in PE in Key Stages 4 and 5 had increased teachers' and pupils' use of interactive whiteboards and computers in theory lessons. However, only a minority of schools made regular use of laptops and movement-analysis software in practical lessons.

78. A high proportion of schools had introduced small, hand-held digital cameras to record pupils' performances, but this was rarely highlighted in teachers' planning and made little impact on pupils' learning. For example, cameras were given to non-participants who wandered between groups recording performances, but little analysis of this information took place during or after lessons. However, outstanding practice was observed, as in this example. Here, ICT was used briefly but effectively to illustrate the standards of performance expected without absorbing too much time allocated to practising and refining skills.

During a Year 11 trampolining lesson, the teacher stopped the practice and called all pupils together. He used an i-Pad in the gymnasium to show students a video clip from YouTube of an elite performer performing his 10-bounce routine. This helped them to understand the positions that arms, legs and feet must be in to achieve an effective bouncing technique.

The quality of the curriculum

79. The quality of the PE curriculum was good in 52% of schools and outstanding in 25% of schools visited. It required improvement in 20% and was inadequate in 3% of them. The proportion of schools with a good or outstanding curriculum was much larger than that found in the last Ofsted survey of PE.



Percentages are rounded and may not add to 100.

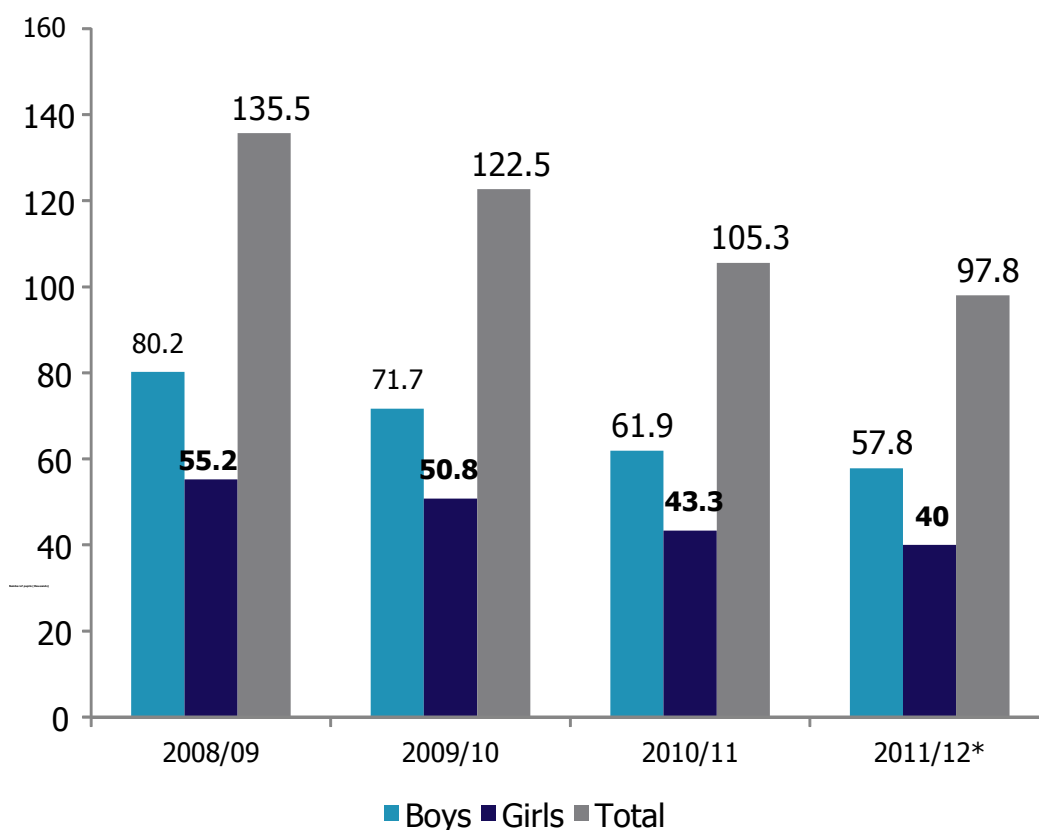
80. In a similar way to primary schools, school sport partnerships had helped subject leaders to develop a good or outstanding curriculum in most secondary schools. In particular, schools had extended provision to include a wider range of non-traditional and alternative activities that appealed to those pupils who did not enjoy participating in competitive games.
81. Most of the schools visited with a good or outstanding curriculum provided two hours of PE each week in Key Stage 3. They had embedded PE National Curriculum requirements in their planning, enabling pupils to develop a detailed understanding of how to become competent performers, work creatively and lead a healthy lifestyle. Strategies to enable pupils to evaluate and improve their own and others' performances were well established, particularly in gymnastics and dance. Good opportunities were provided for pupils to outwit opponents, replicate actions, solve problems and maximise their performance in a broad range of activities. Pupils took on different roles in lessons including group leader, organiser, referee or coach.
82. Traditional team games tended to dominate the curriculum at the expense of aesthetic and athletic activities. For example, it was not unusual for the schools to allocate more than two thirds of the PE programme in Key Stages 3 and 4 to games such as football, rugby, hockey, netball, basketball and volleyball, and in the summer term tennis, rounders, softball or cricket. This had two effects: it left only minimal time for activities such as gymnastics, swimming, dance and athletics, and it reduced the time spent studying specific outdoor games in greater depth in order to generate high standards of performance.
83. A small minority of the schools in the survey had introduced trampolining into Key Stage 3 in place of gymnastics. This activity appealed to pupils and most made good progress, albeit from low starting points. Pupils often lacked precision, control and fluency when performing basic routines but their ability to observe others and provide advice on what to do to improve was well developed.
84. The variable quality of facilities for PE, in particular the amount and quality of indoor teaching space, restricted the provision of gymnastics and some indoor games. Many schools had extensive playing fields but had very little indoor space. Often, two classes of pupils would be taught games outdoors, and at the same time two other classes would be taught indoor activities in the sports hall, gymnasium or assembly hall. These arrangements continued for a six- or seven-week block of work and then classes would change over to enable pupils to experience all areas of the PE curriculum. This limited the amount of time for pupils to study indoor activities in sufficient depth.
85. A minority of schools had benefited from significant capital funding of new or refurbished facilities for PE. This enabled these schools to expand provision

considerably, by introducing a broader range of aesthetic and alternative sports activities alongside the existing programme of traditional games. These new facilities increased pupils' interest and engagement in PE and sport because they were clean, warm and fit for purpose. This example illustrates the increased opportunities that new, purpose-built facilities created for pupils' enjoyment and achievement in PE in one school visited.

A recently opened, superb sports centre has enhanced the range of activities and increased girls' enjoyment of PE. Outdoor games are now complemented by indoor basketball and badminton lessons. A new dance studio enables staff to build on the high standards achieved in dance in the school and also to provide more opportunities such as health and fitness training, and yoga and Pilates classes.

86. Most of the schools visited provided a choice of qualifications in Key Stage 4, either full or short course GCSE PE, or BTEC Sport, equivalent to either one, two or four GCSE C grades. A few schools had chosen to teach GCSE or the BTEC award to large groups of pupils as part of core PE in Key Stage 4. This enabled pupils to acquire an additional qualification in sport. However, this undermined their entitlement to weekly core PE lessons and limited their opportunities to engage in regular physical activity.
87. In all schools nationally, the proportion of pupils attempting GCSE PE had fallen by almost one third since the last Ofsted PE survey. At the same time, the number of pupils attempting the BTEC Certificate or Diploma in sport studies has increased year-on-year since 2009. These charts illustrate these changes.

**Pupil attempts in GCSE PE between 2008/09 and 2011/12
(thousands)**



*Provisional data. Source: DfE: GCSE and equivalent results in England, 2011/12 (revised).¹⁴

Number of BTEC entries in sport studies at Key Stage 4 since 2009

	2009	2010	2011	2012
BTEC First Certificate	24,146	39,967	43,194	6,212
BTEC First Diploma	13,061	17,245	18,184	2,892
BTEC Certificate Level 2	.	.	.	76,306
BTEC Diploma Level 2	.	.	.	16,409

Figures for 2012 are revised, all other figures are final.

Comparison between 2012 figures and previous years should be applied with caution owing to some BTECs between 2009 and 2011 being identified as vocational related qualifications.

BTEC certificate is equivalent to attaining two GCSEs at grade A*–C. BTEC Diploma is equivalent to four GCSEs at grade A*–C.

¹⁴ <http://www.education.gov.uk/rsgateway/DB/SFR/s001111/index.shtml>.

88. A combination of factors has contributed to this shift in the curriculum. Some of the schools in the survey had introduced BTEC alongside GCSE PE to widen pupils' choice of qualifications. They had guided some pupils into the BTEC Sport award by emphasising its vocational nature and its suitability for employment in sport-related occupations.
89. More than a quarter of the schools visited provided only one hour of core PE each week in Key Stage 4. In a few schools that operated a two-week timetable, pupils received a minimal one hour of core PE every two weeks. The impact of minimal time for PE on their learning varied according to the quality of teaching provided. Where teaching was outstanding, lesson time was maximised to accelerate pupils' progress and their achievement was not adversely affected. However, where teaching was not consistently good and required improvement, pupils' learning and progress were severely restricted and standards were low. For example, the time taken to change into PE kit at the start and end of lessons, moving to and from teaching areas and class registration absorbed up to one third of the hour of lesson time. A brief warm-up and introduction left less than 30 minutes of active learning. This minimal amount of time was not sufficient to ensure that pupils met all National Curriculum expectations for PE or achieved high standards.
90. A combination of good organisation and enhanced provision helped to overcome the minimal time available for core PE and enabled pupils to achieve well. For example, teachers created additional time for learning in PE by allowing pupils to change into PE kit during their breaks or lunchtimes prior to PE lessons in order to maximise the time available. Pupils were encouraged to participate in an extensive programme of sports enrichment, before school in breakfast club sports activities, during lunchtimes and after school to reinforce their learning in PE lessons. They were guided towards qualifications in GCSE PE and BTEC Sport in addition to their core PE lessons. Opportunities to study for awards in sports leadership and coaching improved their competence and gave them further opportunities to engage in PE and sport.
91. Significantly, in schools where the achievement of pupils in PE was outstanding, all of them provided at least two hours of core PE each week throughout both key stages. In these schools, two hours of core PE enhanced by regular participation in sports enrichment activities provided firm foundations for maximising participation and generating high achievement in PE and school sport.
92. The previous Ofsted PE report recommended that schools broaden provision further to incorporate non-traditional activities into the curriculum to motivate hard-to-reach groups to participate more often. This survey found that the

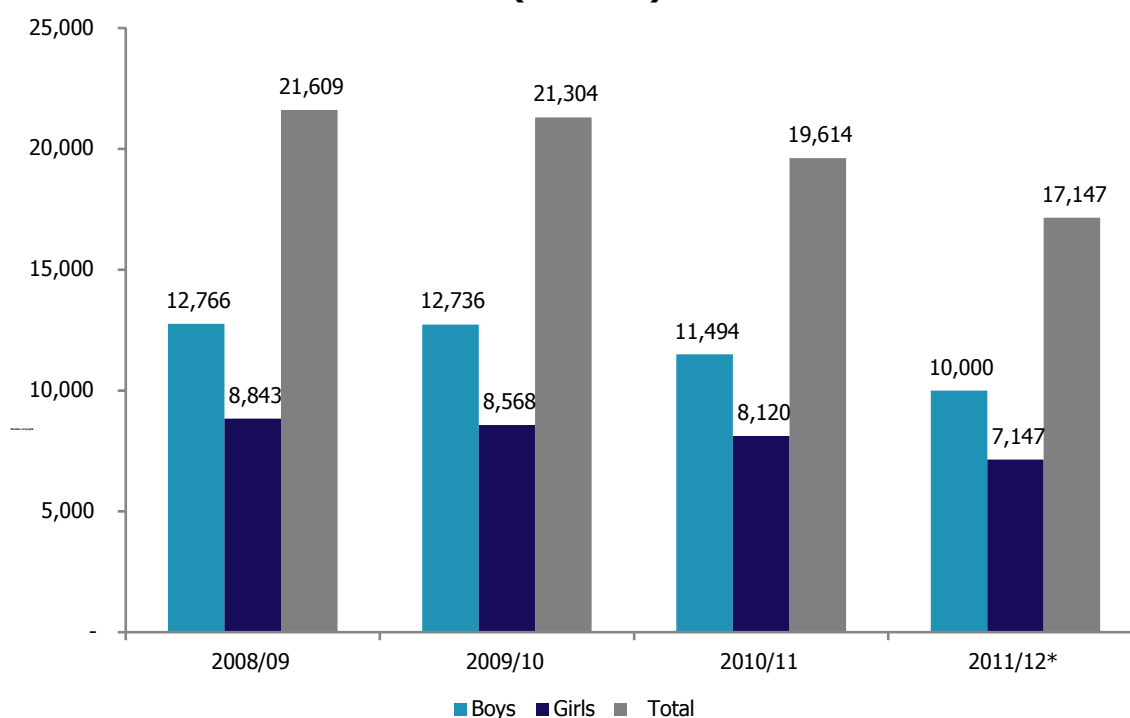
large majority of schools had responded well to this by developing a diverse range of activities such as street-dance, aerobics, fitness training and dance-mats. A considerable proportion of them provided further opportunities for pupils to travel off-campus to participate in weight-training, golf, racquetball, boxercise, aerobics and swimming. These activities appealed to boys and girls who did not enjoy traditional team games.

93. Notably, girls' participation in fitness training, aerobics and forms of dance was high, particularly when they were allowed to wear leggings or track-suit bottoms and sweatshirts for these activities, rather than traditional skirts or shorts. This example shows the positive impact that a broad curriculum had on pupils' attitudes towards PE.

The curriculum in Key Stage 4 has been broadened as a result of pupil feedback to include a wider range of non-traditional activities, for example the triathlon and water polo, and pupils say, 'There is something for everyone.' These new choices have improved behaviour and attitudes towards the subject from the very small minority of pupils who were less enthusiastic. Consequently, high levels of participation are maintained.

94. The previous Ofsted PE survey made a number of recommendations that have not been addressed. This report found that there was no post-16 entitlement to core PE or sport in most schools visited. Many schools have bolstered provision by offering BTEC Level 2 and 3 awards in Years 12 and 13, but these remain an option for pupils to select.
95. PE provision in Key Stage 5 has experienced similar changes to those seen nationally in Key Stage 4. The numbers attempting A-level PE in schools nationally has fallen by over 2,500 pupils, as illustrated below.

Pupil attempts in A levels between 2008/09 and 2011/12 (number)



* Provisional.

96. The reasons for this shift in provision are similar to those explained for the changes noted in Key Stage 4. The introduction of BTEC National and Diploma courses provided pupils with a broader choice of academic and vocational awards in sport.
97. Almost all of the schools in the survey organised competitive fixtures in a range of team games and athletic activities, and the large majority had intra-form or house competitions to enable pupils to participate and compete. The large majority of schools had ensured that 'there was something for everyone' and participation rates were high. However, only a very small minority of schools had balanced maximising participation rates and specialising in specific activities to generate high performance in sport. These contrasting examples show how two different schools approached this issue. One had made extra-curricular sport inclusive to maximise participation in PE and sport. The other was highly inclusive and highly competitive.

The school provides a large number of sports competitions against other schools and within the school. Teams are organised to cater for pupils of all levels of ability, including disabled pupils and those with special educational needs. To include pupils who do not wish to be involved in

competitive sport, the school offers a wide range of alternative out-of-school activities, including a health and fitness club, climbing, aerobics and dance.

Pupils profit from an extensive and inclusive extra-curricular programme, which offers many and varied opportunities. School-to-club links are strong and provide pupils with many progression routes into community sport. Several pupils train for PE-related careers each year. The school is renowned for its sporting prowess. For example, it reached national finals in six different activities. Pupils gain county and international recognition in a range of sports, some of them non-traditional, for example biathlon, rock climbing, water polo and cycling.

98. School sport partnerships had linked schools with local sports clubs and other leisure providers. These links were most effective when school staff facilitated the introduction of pupils to them and monitored their development and continued involvement in sport outside of school. This example from a school where PE was outstanding highlights the key roles played by teachers in forging and maintaining these school–club links.

A volleyball club, formed by PE staff, has grown into a flourishing senior club based at the college, with men’s, women’s and junior teams competing at national and international level. Teams from the college have played in nine national finals and the under-18 girls’ and boys’ squads have represented England on five occasions in the World Schools Volleyball Championships. One of the outstanding elements of this provision is its coaching staff: four of them are PE teachers, one of whom is a former student. The club’s community coach, an international player and a former pupil at the college also provide high-quality coaching for college teams. They generate exceptionally high standards of team performance and ensure that outstanding college players can continue to learn, participate and compete at national and international level as senior members of the local volleyball club. The college is the first school nationally to deliver the Advanced Apprenticeship in Sporting Excellence Programme (AASE). This year, nine pupils gained this National Vocational Qualification while continuing to improve their performance in volleyball.

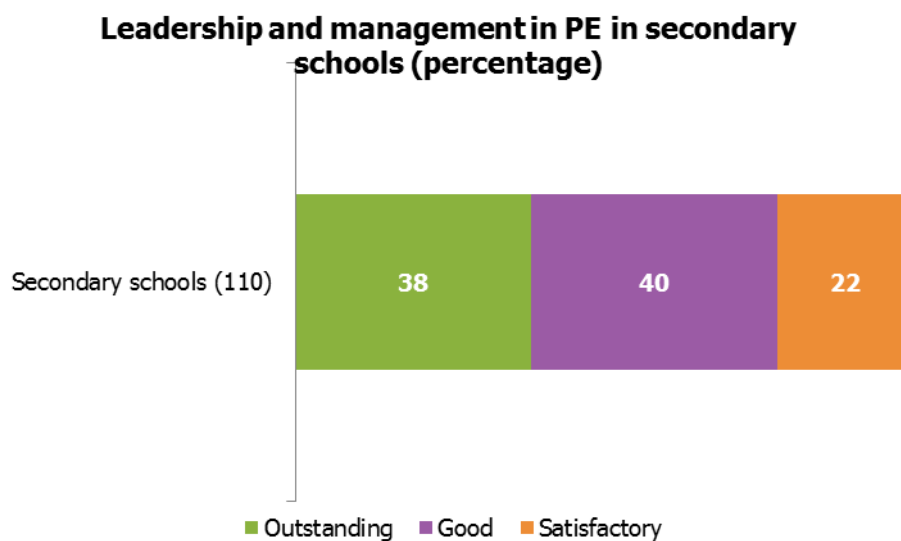
99. Most of the schools visited enabled pupils to attain a Sports Leaders UK Award in sports or dance leadership, either as part of their BTEC award in core PE or as an enrichment activity. Pupils who trained as junior sports leaders were vital components of school sport partnerships. The award empowered pupils to make a positive contribution to their community by organising festivals and tournaments for younger pupils in primary schools. In a minority of the good and outstanding schools in the survey, pupils were encouraged to volunteer to assist in sports clubs, strengthening the links between school and the

community. These schools also provided pupils with opportunities to attain coaching and refereeing awards. This sports college made an exceptional contribution to this.

The school makes best use of its swimming pool and specialist teachers to help pupils to gain National Governing Body awards. Over a number of years, pupils have achieved awards in life-saving, including the Bronze Medallion, and in the teaching of swimming, life-saving and water polo. Pupils with these awards provide support in swimming lessons for younger pupils who lack confidence in the water. Some pupils use their awards to gain employment in the local community as pool attendants, lifeguards and swimming coaches.

Leadership and management

100. The quality of leadership and management of PE was good in 38% of schools and outstanding in 38% of schools visited. It required improvement in 22% of them. None of the schools visited had inadequate leadership and management of PE. The proportion of schools with good and outstanding leadership and management of PE was much larger than at the time of the last Ofsted PE survey.



Percentages are rounded and may not add to 100.

101. In schools where the quality of leadership and management of PE was good or outstanding, subject leaders:

- used their up-to-date, specialist knowledge and experience to innovate, instigate change and secure sustained improvements

- were enthusiasts, capable of inspiring others and highly effective in galvanising the support of school leaders and staff to support them in their drive for improvement
- knew the strengths and weaknesses of PE and used this information to prepare detailed plans for improvement; the quality of self-evaluation and improvement planning, and the rigour attached to monitoring timescales and targets were excellent
- were expert teachers and good role models for others in the department and in the wider school: they modelled best practice to generate improvements in the quality of teaching
- had very high expectations of staff; roles were clearly defined and all teachers were held fully accountable for the progress made by their pupils
- carried out systematic formal observations of their colleagues' lessons to gauge the quality of teaching and provide staff with accurate feedback on what they did well and what they needed to do to improve
- applied well-established rigorous procedures to tackle teaching that required improvement; professional development was directed well to improve teachers' effectiveness; less-experienced teachers were supported well and their professional needs were met
- forged strong partnerships with local sports clubs and other leisure providers.

102. These two examples epitomise many of the qualities of outstanding subject leadership.

Leadership at all levels sets a clear and ambitious vision for raising standards and improving provision for all pupils, whether in academic attainment, sporting performance or fostering healthy, active lifestyles. Monitoring and evaluation of the subject are rigorous. Leaders know the department well, resulting in an accurate, well-focused and comprehensive development plan. The department is well structured with clearly defined roles and responsibilities, and staff are highly focused on raising standards. Staff morale, commitment and support for each other are high.

The profile and reputation of PE in the school and wider community are high and a tribute to the capable head of PE and his very strong team of staff. There is a team ethos among them and they share a common belief in the impact PE can have on pupils' well-being and performance. The head of PE is a positive role model for the subject and his professionalism is mirrored throughout the department. Planning is first rate and the expected policies and procedures are in place and of good quality.

Schemes of work, action plans and new initiatives to further improve the quality of PE provision are informed by rigorous and candid monitoring of all aspects of the department's work. As a consequence leaders hold a realistic view of the department's major strengths and areas for improvement.

103. Schools with outstanding leadership and management of PE had secured outstanding achievement for their pupils. However, in a small minority of these schools, achievement was good rather than outstanding. This anomaly reflects the outstanding impact that some recently appointed subject leaders had had in driving improvements and raising pupils' achievement to transform PE in a relatively short space of time. They had achieved this by quickly gaining an accurate understanding of the PE department based on their thorough self-evaluation, and by their urgency in securing rapid improvements to the quality of teaching.
104. Where leadership and management of PE required improvement, subject leaders were not driving improvement in PE because:
- the quality of teaching and assessment, and the impact that this had on outcomes for pupils were not good and required improvement
 - their self-evaluation focused on enhancing the curriculum and enrichment programmes rather than raising achievement
 - subject monitoring lacked rigour and this led to inconsistencies in teachers' planning and weak assessment procedures
 - they provided staff with some planning documentation, including schemes of work and assessment data, but did not check that all teachers used this information well enough to plan pupils' learning.
105. These two examples illustrate the considerable gap found between the leadership and management of PE that was outstanding and that which required improvement.

Monitoring and evaluation are rigorous. The subject leader knows PE very well, resulting in an accurate, well-focused and comprehensive development plan with clearly defined roles and responsibilities. Staff are highly focused on raising standards. Staff morale, commitment and support for each other are high.

The subject leader lacks a thorough understanding of all of the department's strengths and weaknesses. Self-evaluation is accurate in parts but some key judgements, such as the quality of teaching, are too

generous. Monitoring is regular but the analysis of the performance of different groups of pupils lacks rigour.

106. In a few schools visited, a change in subject leadership or a loss of impetus from the existing subject leader had slowed the pace of improvement and limited the overall effectiveness of PE. Newly appointed subject leaders were enthusiastic but relatively inexperienced and not enough had been done to support their professional development and build their capacity to lead improvements. A few schools in the survey had not engaged fully with their local school sport partnership to improve their provision.
107. The previous Ofsted PE survey recommended that funding of the physical education and school sports strategy be continued up to and beyond 2012 to ensure that schools have the capacity to sustain and build on the improvements they have introduced. Funding for school sport partnerships ended in 2011. Evidence from this survey is that these partnerships had left a notable legacy in the vast majority of secondary schools and their feeder primary schools over the last four years. Pupils enjoyed a much broader curriculum; their participation in mini-competitions, festivals and sporting events, and new opportunities to organise sport and lead others were firmly embedded and thoroughly enjoyed by large numbers of pupils. Well-organised staff training, additional resources and stronger links with sports providers in the local community were enhancing the experiences of pupils of all ages and abilities.
108. Indications from the most recent survey visits in 2012 suggest that a few secondary schools are striving to maintain the existing sporting structures and networks, as in this school.

Good links with local secondary schools fostered through the school sport partnership in the past are being maintained so that pupils continue to benefit from participation in PE and sport in their specialist facilities. The subject leader is maintaining the profile of PE and school sport by supporting the development of the successor organisation to the school sport partnership. This is managed by people who previously managed the partnership and provides similar support to schools who 'buy in' to their services. This includes participating in a range of sporting opportunities, staff training and the development of new sports coaches.

Part B: Towards outstanding PE in all schools

109. The survey found that PE was good or outstanding in the large majority of schools visited. However, a much smaller proportion of primary schools provided outstanding PE compared with secondary schools, and not all schools had made PE good or outstanding despite a national strategy to improve it. Part A reviewed the findings of visits to these schools. Part B summarises the common weaknesses seen in PE, and looks at what the best schools have done to overcome them to make PE good or outstanding.

Common weaknesses in achievement

110. More able pupils were not sufficiently challenged because teachers' expectations of them were too low.

111. In the best schools:

- primary and secondary school staff developed a good understanding of the needs of more able pupils based on accurate assessments of their progress
- teachers and coaches had high expectations of them and lessons were planned so that no limits were placed on their achievement
- teachers knew how and when to introduce new skills and provided ample periods of time for pupils to practise and secure them
- pupils were set personal, very challenging targets to aim for and during practising received high-quality advice on what they could do to reach them
- in lessons, teachers routinely checked pupils' learning by asking them to briefly explain what they were doing and identify what else they could do to improve
- pupils were expected to attend lunchtime and after-school clubs, often led by specialist sports coaches to practise and reinforce what they had learnt in lessons
- festivals and competitions against other schools and intra-school sporting events enabled the most able pupils to improve their overall performance and develop leadership skills
- gifted and talented pupils in sport were used to coach alongside teachers and lead others in small group work.

112. Pupils' physical fitness was not developed well enough because they did not exercise vigorously for sustained periods of time.

113. In the best schools:

- fitness, health and well-being were prioritised in lessons; pupils were expected to work hard, even when they tired, and learnt the value of strenuous exercise in improving their fitness
- warm-ups were made enjoyable but also included high intensity, short duration exercise that thoroughly tested pupils' speed, stamina, strength and flexibility
- when skills had been learnt in unopposed practices and drills, pupils were challenged further by repeating them at pace and applying them in highly competitive play against opponents
- staff liaised with subject leaders of personal, social and health education, and science to gain their support in reinforcing learning about the importance of being healthy and avoiding the risks attached to smoking, drinking, substance misuse and leading a sedentary lifestyle
- liaison with parents and carers and local health services ensured that overweight and obese pupils received additional support tailored to their needs to keep them active and healthy.

114. This school made sure that there was enough *physical* in physical education:

In this primary school, pupils make swift progress and attain high standards, especially in swimming and gymnastics, due to the high-quality teaching they receive from teachers and external coaches. They acquire new skills and knowledge at a rapid pace and apply them well in a broad range of activities. Pupils are confident when evaluating their own and others' performances and make useful and accurate suggestions on what to do to improve further. They show high levels of perseverance because they want to learn more and improve their performance. An excellent level of physical fitness enables them to sustain hard work throughout lessons. Most of them choose to keep fit by being active at breaks and lunchtimes. All pupils spoken to said how much they enjoyed PE and recognised that everyone was expected to do their very best at all times.

115. In primary schools, a few pupils left school unable to swim 25 metres and without the basic skills needed to remain safe in and around open water.

116. In the best schools:

- primary subject leaders in primary schools had gained the support of their headteacher and governors to provide regular swimming lessons
- headteachers had established good links with other schools and leisure services to secure enough pool time to teach swimming effectively

- teachers liaised with external swimming instructors to maintain a detailed record of individual pupils' progress and identify which pupils needed to attend further lessons to ensure that they could swim
- regular swimming lessons were continued after pupils had attained minimum expectations, enabling them to gain awards for swimming long distances, diving and learning safe rescue techniques.

117. This school's 'belt and braces' approach ensured that every pupil could swim by the end of Year 6.

In this primary school, swimming was viewed as an essential skill for life and a basic entitlement of all pupils. Those unable to swim by the end of the term or year of swimming lessons continued with swimming lessons the following year, joining pupils in younger classes until they met the minimum expectations for swimming. A few pupils in Year 6 still unable to swim were provided with short, intensive swimming lessons during one week of the summer term to make sure that they could swim by the time they left school.

118. In secondary schools, GCSE PE results fluctuated from year to year or remained persistently low.

119. In the best schools:

- programmes were tailored to suit pupils of different abilities and interests; fewer traditional, outdoor games were taught to enable all pupils to compete on an equal basis; netball and basketball were used to teach ball skills, principles of games-play and sports leadership because all pupils were familiar with them; net games such as table tennis appealed to pupils of all abilities; cricket was replaced by rounders or softball to enable boys and girls to learn alongside each other
- when class numbers were large enough, boys and girls were taught in single gender groups, by male and female PE staff
- specialist coaches and instructors were used to teach ball games and more aesthetic activities such as dance and trampolining
- changes to the school's PE kit enabled girls to wear leggings, tracksuit bottoms and sweatshirts, which gave them added confidence in mixed-gender classes
- greater emphasis was placed on learning in PE theory lessons and making sure that pupils were well prepared for tests and examinations

- professional development led by examination board personnel helped teachers understand the expectations and demands of the course and how to teach each aspect of it well
- subject leaders surveyed pupils to find out their views about what activities they would prefer to engage in
- Pupils who were struggling with coursework were expected to attend GCSE PE revision classes and homework clubs
- links between staff and pupils' coaches or sports clubs enabled external assessments of pupils' performance in their chosen sports, to boost their practical examination marks.

Common weaknesses in teaching

120. Teacher's lack of detailed subject knowledge limited the quality of feedback given to pupils about what they needed to do to improve. They were unsure about the step-by-step stages in teaching skills, and were unaware of the standards that pupils should achieve by the end of each key stage.

121. In the best schools:

- primary subject leaders had enlisted the support of school sport coordinators and specialist coaches to build staff confidence and competence in introducing and developing new skills, and raising their expectations of what pupils could and should attain by the end of each key stage
- commercial resources were purchased to improve the quality of teaching by illustrating the introduction and development of skills in gymnastics, games and dance
- professional development had shown non-specialist teachers how to plan learning for pupils of different ages and abilities, and assess their progress against the National Curriculum attainment target for PE
- subject leaders provided their colleagues with an up-to-date scheme of work for PE that enabled them to plan collaboratively; they used this guidance to agree what to teach and how to teach it well; if commercial packages were used they were tailored to suit the school's context and information that was not part of the school's PE curriculum was removed
- secondary teachers had modelled effective practice for others in the department and in the wider school
- training led by coaches from local clubs and national governing bodies of sport provided clear guidance on how to teach technical aspects of games and newly introduced activities such as trampolining and forms of dance.

122. Weak assessment procedures did not provide an accurate measure of how well individuals or groups of pupils were achieving in PE in primary schools and in core PE in secondary schools. The lack of data meant that teachers were unable to illustrate that time allocated to core PE was being used effectively to raise pupils' achievement.

123. In the best schools:

- assessment data was systematically collated and reviewed to check the progress of different groups of pupils in all key stages and to intervene to provide additional support for those who needed it
- teachers shared assessment data with pupils and encouraged them to compare their progress with the PE attainment target level descriptors and examination criteria, to illustrate what they were expected to achieve and to set targets for improvement
- time was not wasted observing others performing and filling in assessment forms, rather than practising to improve performance.

124. Good practice was not shared regularly with colleagues to promote greater consistency, and some inadequate practice went unchallenged.

125. In the best schools:

- lesson observations by primary school leaders were regular and helped teachers and coaches to recognise what they did well and what they needed to do to improve their effectiveness
- secondary subject leaders used their specialist knowledge of PE to carry out regular, formal lesson observations and provided colleagues with clear feedback on the quality of teaching and its impact on pupils' learning
- when teaching was found to require improvement, targets were agreed, training was provided and further observations were made to make it good; these procedures were systematic and rigorous and usually led to improvement
- subject leaders kept colleagues well informed about developments in PE by sharing resources and ideas, and using local expert teachers and coaches to demonstrate best practice.

126. The benefits of sharing best practice among staff were evident in this outstanding school.

Teaching is inspiring at times. Pupils feed off this and strive for excellence. Teachers have very secure subject knowledge, which they use expertly to capture the interest of pupils and provide them with the confidence and

competence to develop advanced PE skills, knowledge and understanding. Teacher's delivery is vibrant, enthusiastic and highly focused. A combination of guided learning and opportunities to work independently encourages pupils to be creative, problem-solve and work effectively together. There is a big emphasis on making learning enjoyable and encouraging everyone to participate and achieve well. These high expectations, coupled with the excellent rapport that staff build with pupils, and highly focused, engaging activities, underpin pupils' success.

Common weaknesses in the curriculum

127. Insufficient time was allocated to PE to enable all pupils to achieve well and meet all National Curriculum PE requirements.

128. In the best schools:

- primary leaders and governors actively supported the values of regular participation in physical activity and fostered high levels of pupils' interest and enthusiasm for PE and sport; they timetabled two hours of PE each week to enable pupils to meet all National Curriculum PE requirements and lead a healthy, active lifestyle
- primary schools providing significantly less than two hours of PE lessons illustrated through their monitoring that most pupils were physically active at breaks and lunchtimes, attended after-school clubs and fixtures, or participated in local mini-festivals of sport on a weekly basis
- primary leaders and governors provided regular swimming lessons and enabled pupils to continue to attend swimming lessons throughout Key Stage 2 until they all could swim 25 metres
- teachers enlisted the support of coaches, parents and other volunteers to run sports teams after school, or organise sporting events to enable pupils to compete against pupils in other schools
- in secondary schools, core PE of two hours each week throughout Key Stages 3 and 4 was viewed by senior leaders as a basic entitlement for all pupils
- the core curriculum was highly valued by teachers and pupils; subject leaders could illustrate through their self-evaluation and monitoring data that in Years 10 and 11, the time allocated to PE was used effectively to enable pupils of all abilities to achieve high standards in PE
- qualifications in GCSE PE, BTEC Sport and leadership and sports coaching were offered to pupils alongside core provision rather than encroaching on pupils' basic entitlement

- a wealth of sports activities before, during, and after school, led by pupils, teachers and coaches, complemented the PE curriculum well and enabled large numbers of pupils of all abilities to remain physically active
- rigorous monitoring of participation rates in extra-curricular activity enabled subject leaders to coordinate additional programmes for those who did not regularly engage, including disabled pupils and those with special educational needs, including obese pupils.

129. This primary school engaged fully in events organised between local schools.

Pupils from across the age range regularly compete against other schools, and participate in festivals of sport and in multi-skills activities. They take part in the schools mini-Olympics and non-traditional activities. Lunchtime supervisors and older pupils have completed training led by the school sports coordinator to act as play leaders and this has led to a variety of interesting and well-supported games being enjoyed by pupils every day.

130. Specific activities were not taught in sufficient depth to generate high standards of team and individual performance.

131. In the best schools:

- an excellent balance had been achieved between maximising participation in PE and generating elite performance; learning in lessons was reinforced by additional specialist coaching, and clubs and competitions after school; pupils were expected to reinforce what they had learnt in lessons by attending extra-curricular sports clubs and representing school and house teams
- high-quality teaching and regular competitive fixtures enabled pupils to apply the skills and knowledge learnt in lessons in extra-curricular sport to attain a higher level of performance
- specialist coaches, particularly those with links to local sports clubs, worked alongside teachers in lessons and in extra-curricular activities to foster pupils' interest in sport outside of school and generate exceptional levels of sporting performance.
- curriculum time was used wisely to balance the range of activities taught with extended periods of time to learn specific activities in depth and provide pupils with the skills and detailed knowledge needed to excel in sport
- pupils showing early signs of talent and commitment were steered towards junior sections of local clubs in the community to enable them to benefit from expert coaching.

Common weaknesses in leadership and management

132. In primary schools, senior leaders did not systematically monitor subject leadership or the quality of teaching and assessment in PE. They did not provide sufficient support or challenge when teaching was not good enough.

133. In the best schools:

- headteachers included the monitoring of PE in their programme of lesson observations to gain a clear view of the strengths and weaknesses in teaching; they had high expectations of subject leaders, requiring them to evaluate the subject's effectiveness, provide evidence of pupils' achievement and support other staff to teach PE effectively
- headteachers and governors valued PE highly; their shared enthusiasm for PE and sport had inspired staff and pupils; they had raised its profile by encouraging and securing regular participation by pupils in a wide range of sports activities and events, and by celebrating sporting success in assemblies, displays and newsletters to parents.

134. Primary and secondary subject leaders did not evaluate accurately the strengths and weaknesses of PE. Improvement plans focused too much on enhancing curriculum provision, rather than improving the quality of teaching in order to raise pupils' achievement.

135. In the best schools:

- primary school subject leaders took full responsibility for driving improvements in PE; they were enthusiastic, knowledgeable and well-informed about new initiatives in PE and school sport; improvements were based on a clear vision for the subject
- they prepared detailed schemes of work for other non-specialist teachers to follow, and taught alongside them to build their confidence in teaching specific skills and techniques
- they implemented plans to raise achievement based on thorough and honest self-evaluation and these plans had led to significant improvements in provision and generated consistently high standards sustained over time
- rigorous monitoring of these plans was exceptional; plans were checked systematically to see if targets and timescales had been met, and what impact actions had made on pupils' enjoyment and achievement in PE
- in secondary schools, routine lesson observations confirmed that the quality of teaching was consistently good; when it fell short of this, plans were put in place to provide additional support and training for teachers

- day-to-day and summary assessment procedures were firmly established and individual pupils' progress was measured systematically and accurately; performance data were scrutinised to spot underachievement early and identify emerging trends that could be improved further
- PE leaders were well informed of current developments in the subject and took every opportunity to increase participation, raise achievement and celebrate students' success; they maintained a relentless focus on improvement
- they had gained the full commitment of staff and a range of external coaches and sporting organisations to maximise participation both in and outside of school by making it a hub for community sport
- PE and sport were marketed extensively within and outside of school and enjoyed a high profile; success in sport was celebrated in school and within the local community.

136. The impact of high-quality leadership and management of PE was clearly evident in these two schools, one primary and one secondary.

In this primary school, an experienced and knowledgeable subject leader has engendered the enthusiasm and commitment of other staff and provided them with good-quality guidance to support their teaching and assessment of pupils in PE. She coordinates the work of teachers and a large number of external coaches. Self-evaluation is accurate and informs improvement planning well. Good partnerships ensure that the school is well placed to benefit from training opportunities and new initiatives.

PE enjoys a very high profile in the school and beyond. The head of department, ably supported by the head of girls' PE, has strategically moulded a team of high calibre PE professionals with complementary skills, who share a common ethos and work together exceptionally well. Student outcomes are superb because of skilful management that focuses on promoting excellence, enjoyment and a passion for sport. The department runs like clockwork, with clear systems and structures that guide staff and students very well. Rigorous appraisal and quality assurance ensure there is an accurate view of strengths and weaknesses. Scrutiny of the PE self-evaluation and action plans shows key leaders' sound grasp of PE pedagogy, while regular training keeps staff up-to-date with current thinking in the subject.

Notes

This report is based on evidence from survey inspections of 120 maintained primary schools, each of one day; 110 secondary schools, each of two days; and seven special schools, across England between September 2008 and July 2012. No school judged to be inadequate in its last section 5 inspection was included in the survey. Thirty-two secondary schools were specialist sports colleges. A small proportion of schools had converted to academy status. The report also includes national PE examination data from Key Stage 4 and school sixth forms during the same period. The report also draws on evidence from four visits to schools to observe good practice in PE, but these schools are not included in the figures and proportions quoted above.

Further sources of evidence include the previous Ofsted PE survey report (2008) and the Ofsted survey report of school sport partnerships (2011). Other publications are referenced throughout the report. The evidence for the report was also informed by discussions with those involved in primary and secondary school PE, including: teachers and pupils; teaching assistants; midday supervisors and parent volunteers; sports coaches and sports club representatives; school sports coordinators; and senior leaders in schools, including school governors. All PE survey visits were carried out by Her Majesty's Inspectors and Additional Inspectors.

Further information

Ofsted publications

Physical education in schools 2005/2008: working towards 2012 and beyond (080249), Ofsted, 2009; www.ofsted.gov.uk/resources/080249.

School sport partnerships (100237), Ofsted, 2011; www.ofsted.gov.uk/resources/100237.

Other publications

The National Curriculum, Department for Education, 1988; www.gov.uk/national-curriculum/overview.

The Physical Education and Sports Strategy for Young People (PESSYP), Department for Children, Schools and Families, 2008; www.ssp-websolutions.co.uk/PESSYP_small.pdf.

Refocusing sport in schools to build a lasting legacy of the 2012 Games, Department for Education, 2010; www.education.gov.uk/inthenews/inthenews/a0065473/refocusing-sport-in-schools-to-build-a-lasting-legacy-of-the-2012-games.

Websites

www.nhs.uk/Change4Life/Pages/change-for-life.aspx.

Annex: Schools visited

Primary schools

Addingham Primary School
 All Saints Upton Church of England Voluntary Controlled Primary School
 Allerton Primary School
 Ashby Fields Primary School
 Avonmouth Church of England Primary School
 Banwell Primary School
 Binfield Church of England Primary School
 Birchfield Primary School
 Birdwell Primary School
 Bocking Church Street Primary School
 Box Church of England Primary School
 Brabins Endowed School
 Bradley Primary School
 Brightwalton Church of England Aided Primary School
 Brinkley Grove Primary School
 Broadford Primary School
 Bulmer St Andrew's Church of England Voluntary Controlled Primary School

 Chandag Junior School
 Charles Dickens Primary School
 Chase Side Primary School
 Checkendon Church of England (A) Primary School
 Cherry Willingham Primary School
 Chilton Foliat Church of England Primary School
 Claydon Primary School
 Coalway Junior School
 Coomb Briggs Primary School

Local authority

Bradford

 Halton
 Bradford
 Northamptonshire
 Bristol, City of
 North Somerset
 Bracknell Forest
 Leeds
 Barnsley
 Essex
 Wiltshire
 Lancashire
 Lancashire
 West Berkshire
 Essex
 Havering

 Essex
 Bath and North East Somerset
 Southwark
 Enfield
 Oxfordshire
 Lincolnshire
 Wiltshire
 Suffolk
 Gloucestershire
 North East Lincolnshire

Coombe Hill Junior School	Kingston upon Thames
Coughton Church of England Primary School	Warwickshire
Crossley Hall Primary School	Bradford
Dovedale Primary School	Derbyshire
Easton Community Primary School	Suffolk
Eaton Primary School	Norfolk
Fishergate Primary School	York
Forest Hall Primary School	North Tyneside
Frenchwood Community Primary School	Lancashire
Gaddesden Row JMI School	Hertfordshire
George Street Primary School	Hertfordshire
Giles Brook Primary School	Milton Keynes
Glynne Primary School	Dudley
Gobowen Primary School	Shropshire
Great Abington Primary School	Cambridgeshire
Great Steeping Primary School	Lincolnshire
Great Tey Church of England Voluntary Controlled Primary School	Essex
Guillemont Junior School	Hampshire
Halesowen Church of England Primary School	Dudley
Hatherden Church of England Primary School	Hampshire
Hazelbury Bryan Primary School	Dorset
Highfield Primary School	Lancashire
Highover Junior Mixed and Infant School	Hertfordshire
Hullavington Church of England Primary School	Wiltshire
Huncote Community Primary School*	Leicestershire
Hurstbourne Tarrant Church of England Primary School	Hampshire
Kensington Junior School	Derbyshire
Keresforth Primary School	Barnsley
Kimpton Primary School	Hertfordshire
Liskeard Hillfort Primary School	Cornwall

Little Hoole Primary School	Lancashire
Little Snoring Primary School	Norfolk
Long Lane Primary School	West Berkshire
Loxwood Primary School	West Sussex
Ludlow Junior School*	Southampton
Malmesbury Primary School	Tower Hamlets
Mandeville Primary School	Hertfordshire
Manston St James Church of England Primary School*	Leeds
Mary Swanwick Community Primary School	Derbyshire
Mawsley Primary School	Northamptonshire
Mile Cross Primary School	Norfolk
Morley Memorial Primary School	Cambridgeshire
Mossford Green Primary School	Redbridge
Newnham Primary School	Northamptonshire
Old Hutton Church of England School	Cumbria
Orford Church of England Voluntary Aided Primary School	Suffolk
Penketh Community Primary School	Warrington
Reynolds Primary School	North East Lincolnshire
Ringwood Junior School	Hampshire
Rose Hill Primary School	Suffolk
Saint Vincent de Paul Catholic Primary School	Hertfordshire
Sandridge Primary School	Hertfordshire
Shaw Church of England Voluntary Controlled Primary School	Wiltshire
South Hill Primary School	Hertfordshire
St Aloysius' Catholic Primary School	Oxfordshire
St Andrews Church of England Primary School, Blunsdon*	Swindon
St Anne's Catholic Primary School	Derbyshire
St Bede's Roman Catholic Primary School*	Darlington
St Cuthbert's Church of England Primary School	Blackburn with Darwen

St Edward's Roman Catholic Primary School	Westminster
St George's Church of England Junior and Infant School*	Birmingham
St Giles' Church of England Primary School	Hertfordshire
St John Fisher Catholic Primary School, Alvaston*	Derby
St John Roman Catholic Primary School*	Hertfordshire
St John's Ladywood Church of England Primary School*	Birmingham
St Leonard's Church of England (A) Primary School	Staffordshire
St Leonard's Church of England Primary School	Oxfordshire
St Leonard's Church of England Primary School	Lambeth
St Luke's Church of England Primary School	Salford
St Mary Magdalene Catholic Primary School	Milton Keynes
St Mary's Roman Catholic Primary School, Littleborough	Rochdale
St Nicholas of Tolentine Catholic Primary School*	Bristol City of
St Pancras Catholic Primary School, Ipswich	Suffolk
St Peter's Catholic Primary School	Doncaster
St Peter's Catholic Primary School	Buckinghamshire
St Petroc's Church of England Voluntary Aided Primary School*	Cornwall
St Thomas Aquinas Catholic Primary School	Milton Keynes
St Wilfrid's Catholic Primary School	North Yorkshire
Stottesdon Church of England Primary School	Shropshire
The Kirkby-on-Bain Church of England Primary School	Lincolnshire
The Leys Primary and Nursery School	Hertfordshire
Trotts Hill Primary and Nursery School	Hertfordshire
Victoria Junior School	Hounslow
Warren Hills Community Primary School	Leicestershire
Waulud Primary School	Luton
Wellesbourne Church of England Primary School	Warwickshire
West Hill Primary School	Kent
West Lynn Primary School, King's Lynn	Norfolk

Westwood Primary School*
 Whetstone Field Primary School
 William Patten Primary School
 Wolborough Church of England (Aided) Nursery and Primary School
 Wyke Primary School
 Wyken Croft Primary School

Essex
 Walsall
 Hackney
 Devon
 Dorset
 Coventry

Secondary schools

Acle High School*
 Acton High School
 All Saints Catholic College
 Almondbury High School and Language College
 Ashington Community High School
 Audenshaw School*
 Avon Valley College
 Bassingbourn Village College*
 Beaufort Community School
 Bemrose School
 Bishop Barrington School A Sports with Mathematics College
 Borden Grammar School*
 Boston Spa School
 Branston Community Academy
 Bridgewater High School
 Brookfield Community School*
 Bucklers Mead Community School*
 Champion School*
 Canon Slade Church of England School
 Caterham High School
 Chiltern Edge Community School
 Colston's Girls' School

Local authority

Norfolk
 Ealing
 Tameside
 Kirklees
 Northumberland
 Tameside
 Wiltshire
 Cambridgeshire
 Gloucestershire
 Derby
 Durham
 Kent
 Leeds
 Lincolnshire
 Warrington
 Derbyshire
 Somerset
 Warwickshire
 Bolton
 Redbridge
 Oxfordshire
 Bristol City of

Cottenham Village College*	Cambridgeshire
Crofton High School – Specialists in Maths and Computing*	Wakefield
Crown Hills Community College	Leicester
Don Valley School and Performing Arts College*	Doncaster
Dowdales School	Cumbria
East Bergholt High School*	Suffolk
Ellesmere Port Catholic High School	Cheshire West & Chester
Exmouth Community College*	Devon
Farringdon Community Sports College	Sunderland
Forest Gate Community School	Newham
Gaynes School	Havering
Gosforth High School*	Newcastle upon Tyne
Haberdashers’ Aske’s Hatcham College	Lewisham
Hartford High School A Specialist Languages and Sports College*	Cheshire West & Chester
Haughton Community School*	Darlington
Holy Cross Catholic High School, A Sports and Science College	Lancashire
Holy Trinity Church of England Secondary School, Crawley	West Sussex
Houghton Kepier Sports College: A Foundation School*	Sunderland
Isleworth and Syon School for Boys*	Hounslow
Kemnal Technology College*	Bromley
King Alfred’s (A Specialist Sports College)*	Oxfordshire
King Edmund Community School*	South Gloucestershire
King Edward VII Science and Sport College*	Leicestershire
Kirkbie Kendal School*	Cumbria
Knottingley High School and Sports College*	Wakefield
Lysander Community High School*	Warrington
Manchester Academy	Manchester
Mark Rutherford Upper School and Community College	Bedford

Matravers School	Wiltshire
Matthew Arnold School	Oxfordshire
Nailsea School*	North Somerset
North Walsham High School	Norfolk
Park View School*	Birmingham
Pimlico Academy	Westminster
Pittville School	Gloucestershire
Portchester School*	Bournemouth
Prestwich Arts College	Bury
Prudhoe Community High School	Northumberland
Queensbury Upper School*	Central Bedfordshire
Radcliffe Riverside School	Bury
Redden Court School*	Havering
Rhodesway School*	Bradford
Ridgewood School*	Doncaster
Rossington All Saints Church of England (VA) School - A Sports College*	Doncaster
Royds Hall High School	Kirklees
Saint Mary's Catholic School	Hertfordshire
saltash.net community school*	Cornwall
Sedgehill School	Lewisham
Shevington High School	Wigan
St Aidan's Catholic School	Sunderland
St Aidan's Church of England High School*	North Yorkshire
St Bede's Roman Catholic High School	Blackburn with Darwen
St Bernard's Catholic High School, Specialist School for the Arts and Applied Learning*	Rotherham
St Cuthbert's Catholic Community College for Business and Enterprise	St Helens
St Dunstan's Community School*	Somerset
St Edmund's Church of England Girls' School and Sports College	Wiltshire

St Gregory Roman Catholic High School	Brent
St John Plessington Catholic College*	Wirral
St Joseph's Catholic School	Wiltshire
St Margaret's Church of England High School*	Liverpool
St Mary's College	Kingston upon Hull City of
St Michael's Church of England High School*	Lancashire
St Peter's Catholic School and Specialist Science College	Solihull
St Peter's School*	Cambridgeshire
St Thomas More Catholic College	Stoke-on-Trent
Stanley High School	Sefton
Temple Moor High School Science College	Leeds
Tendring Technology College*	Essex
The Becket School*	Nottinghamshire
The Bishop David Brown School	Surrey
The Coopers' Company and Coborn School*	Havering
The Cotswold School*	Gloucestershire
The Friary School	Staffordshire
The Hayling College	Hampshire
The Kingstone School*	Barnsley
The Lacon Childe School	Shropshire
The Lancaster School	Leicester
The Oldershaw School*	Wirral
The Romsey School*	Hampshire
The Woodroffe School	Dorset
Thistley Hough High School	Stoke-on-Trent
Thomas Becket Catholic School	Northamptonshire
Two Trees Sports College*	Tameside
Wallington High School for Girls	Sutton
Wellsway School*	Bath and North East
Wexham School	Somerset
	Slough

Wheldon School and Sports College*
Woodrush Community High School

Nottinghamshire
Worcestershire

Special Schools

Addington School
Barrs Court School
Chiltern Gate School
Ellen Tinkham School
Lady Zia Wernher School
Strathmore School
Stubbin Wood School

Local authority

Wokingham
Herefordshire
Buckinghamshire
Devon
Luton
Richmond upon Thames
Derbyshire

Good practice case study

Charters School*
Chase Side Primary School
Manor Park Primary School
The Outwood Bound Trust

Local authority

Windsor and Maidenhead
Enfield
Coventry
Cumbria

* The provider has closed or converted to an academy since the time of the visit.