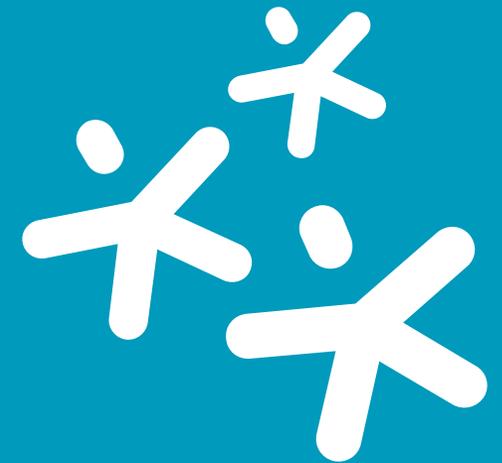


Kent and Medway Primary PE Conference

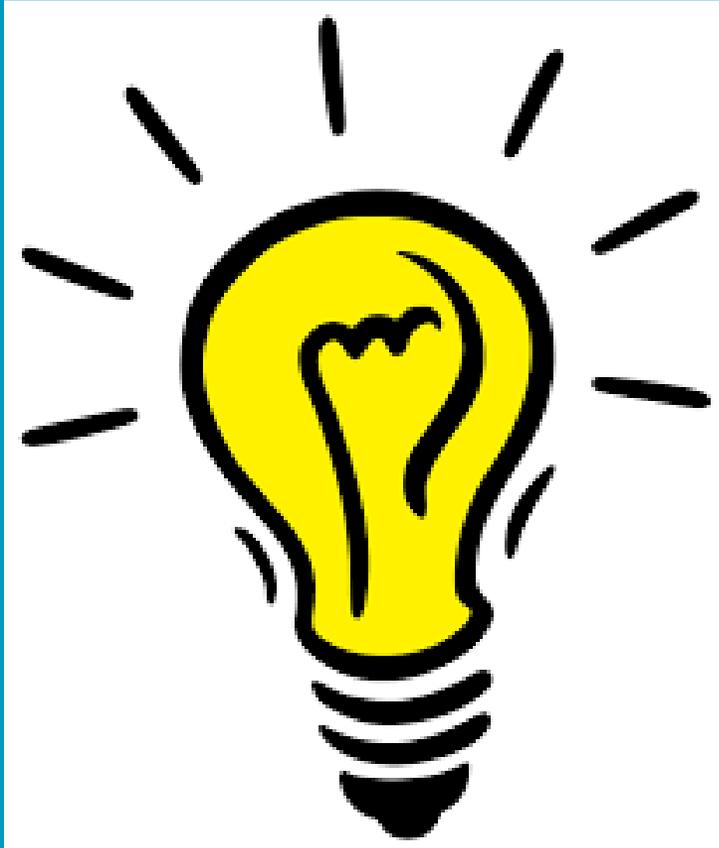
Inspecting The PE and Sport Premium

John Mitcheson HMI



To cover:

- Inspecting teaching, learning and assessment in the Common Inspection Framework
- Dispelling myths – the clarification for schools guidance
- Updates from Ofsted's School Inspection Handbook, September 2016
- The PE and Sport Premium
- Implications of increased funding in 2017



Common Inspection Framework



Inspectors make **four key judgements:**

- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for children and learners

And will state clearly whether safeguarding is effective

Judgements will be comparable across all Ofsted reports for:

- Early years provision
- 16 to 19 study programmes

Common Inspection Framework



- Emphasis on **impact** across all of the key judgements
- Impact of the **culture of the school**
- Importance of **safeguarding as a golden thread** throughout all judgements, including the testing of leaders' work to meet the Prevent Duty
- The importance of a broad and balanced **curriculum – for all pupils**
- A new judgement – **personal development, behaviour and welfare**
- More proportionate, **short** inspections
- Two judgements – 'This school continues to be good' and 'safeguarding is effective'
- New inspector workforce – current practitioners on inspection teams
- Reporting on key aspects – the PP, **PE and sport premium**

Grade 1: Outstanding



To be outstanding:

- The quality of **teaching, learning and assessment** must be outstanding
- **All other key judgements** should be outstanding. In exceptional circumstances, **one** of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.
- The school's thoughtful and wide-ranging promotion of pupils' **spiritual, moral, social and cultural development** and their **physical well-being** enables pupils to thrive
- **Safeguarding** is effective.

School Inspection Handbook



Quality of teaching, learning and assessment – inspectors consider:

- Leaders' evaluations of teaching and its impact on learning
- How information at transition points between schools is used effectively so that teachers plan to meet pupils' needs in all lessons from the outset – this is particularly important between the early years and key stage 1 and between key stages 2 and 3
- Whether work in all year groups, particularly in key stage 3, is demanding enough for all pupils
- Pupils' views about the work they have undertaken, what they have learned from it and their experience of teaching and learning over time
- Information from discussions about teaching, learning and assessment with teachers, teaching assistants and other staff
- Parents' views about the quality of teaching, whether they feel their children are challenged sufficiently and how quickly leaders tackle poor teaching
- Scrutiny of pupils' work

Final Report – Assessment without levels

(Sept 2015)



- It is important that school leaders devise an approach to assessment that is effective in assessing the progress made by their pupils within their curriculum. School leaders should therefore not seek to devise a system that they think inspectors will want to see: it should be one that works for their pupils with the sole aim of supporting their achievement.
- Inspectors will look at the effectiveness of a school's curriculum and assessment system in terms of its impact through the key judgements in the CIF.

Clarification for schools



- Inspectors **do not** advocate a particular method of planning, teaching or assessment
- Lesson planning – no specific requirements to produce plans for Ofsted, no requirement about how planning is set out - we assess impact
- Self-evaluation – for schools to determine format and business as usual for the school
- Lesson observations – no grading of lessons, teaching or outcomes in a lesson
- Pupils' work and marking – no specific requirements for quantity, frequency or type

Inspecting outcomes



Inspectors will:

- give most weight to progress, particularly from starting points
- take account of the most able and those that need to catch-up
- take particular account of disadvantaged pupils, especially the most able
- take account of pupils who have special educational needs and/or disabilities

Key messages: pupil groups

Most able

- Inspectors should report in a meaningful way so that it is clear whether or not schools are challenging the most able pupils

Disadvantaged

- Pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route

Most able disadvantaged

- Inspectors should include a focus on the most able disadvantaged

School Inspection Handbook



Effectiveness of leadership and management – inspectors consider:

- How well the school supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities
- How effectively leaders use the primary PE and sport premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this
- Whether governors ensure that the school's finances are properly managed and can evaluate how the school is using the pupil premium, Year 7 literacy and numeracy catch-up premium, primary PE and sport premium, and special educational needs funding

Inspecting the PE and Sport Premium



Inspectors consider:

- School website
- Discussion with school leaders
- Observations – PE *and* sport
- Discussions with pupils
- What else?

Ofsted survey report – Use of the PE and Sport Premium (2014):



- In the majority of the 22 schools visited, head teachers were using the additional funding to make improvements to PE and sport for pupils, with the result that pupils were generally being provided with better quality PE teaching. The employment of sports coaches or specialist teachers, and the extension of extra-curricular sports activities, were found to be the most common uses of the funding. Providing staff with professional development was also found to be popular.
- The report made a number of recommendations for schools, including to improve the measurement and evaluation of the impact that the premium is having. It also recommended that the Government should provide further advice to schools about how to engage with health agencies and parents to promote pupils' health and well-being, especially concerning those who are overweight or obese.

Ofsted report findings (2016):



Overall Effectiveness - Outstanding

- 'The primary school physical education sport premium is used well to provide a range of opportunities and resources for pupils to engage in team games, sports and activities that promote healthy and active lifestyles'
- 'Leaders have used the physical education and sport premium well. They offer a range of extra-curricular sporting activities and this has resulted in increased opportunities and participation. However, the impact has not been evaluated in sufficient detail on the school website'
- 'The sports premium is also used effectively to widen pupils' participation in a range of sporting activities and develop teachers' skills'.

Ofsted report findings (2016):



Overall Effectiveness - Inadequate

- 'In the past, there has been a fragmented approach to making best use of the sports premium, with a proportion of the funds being left unspent. A sports apprentice has recently been employed to support the development of Reception children's physical skills, and introduce key stage 1 pupils to sporting activities'
- 'Additional funding is not used well enough. Most of it is spent employing external coaches to provide weekly PE lessons, and some sports coaching after school. The quality of coaching is not routinely monitored to ensure that it is good quality, and there are no opportunities for teachers and other staff to regularly learn from coaches in order to improve their own teaching of PE'.

Ofsted reporting (2016):



Implications:

- Our most recent inspection evidence shows that the large majority of primary school leaders show a clearer understanding of what the PE and Sport Premium is designed to do
- Inspectors are identifying in reports how effectively PE and Sport Premium is being used to enhance PE and sport
- Inspectors are also reporting clearly when the PE and Sport Premium is not used effectively
- A small minority of schools remain unclear about the purpose of the funding
- Reporting is holding school leaders accountable for the spending of the PE and Sport Premium

DfE Investigation into PE and Sport Premium (2015)



Key findings:

- Schools drawing on local resources to inform decision-making
- Most common uses - upskill and train existing staff, equipment provide XC sport, employ new sports coaches
- Increase in schools with a specialist PE teacher (30%-46%)
- Increase in new sports – curricular and extra-curricular
- Increase in inter and intra-school competition
- Increased time (109 – 118 minutes)
- 84% report an increase in pupil engagement in PE/sport
- 87% report improved teaching of PE /sport

DfE Investigation into PE and Sport Premium (2015)



Summary:

- The premium has enabled schools to enhance both the quality and range of PE teaching and sports provision. As a result of this investment, schools reported a range of positive impacts on pupils including increased pupil engagement and participation in PE and sports as well as impacts on social and inter-personal skills, behaviour, and PE skills and fitness. Schools also perceived positive impacts on the skills and confidence of teachers to deliver PE

Wider impact of PE and Sport Premium



Personal development, behaviour and welfare

- Contributing to improving behaviour – whole school policy, self-discipline through sport
- Raising expectations - exemplar behaviour on and off-site
- Developing positive attitudes – PE kit / equipment, appearance, punctuality, non-participation
- Contributing to raising attendance, re-engage, include, target priority groups
- Positive views of pupils, pride in their achievements, young leaders
- Positive messages and actions about healthy eating & lifestyle
- Overweight pupils / pupils with different needs

Making the most of your funding



What can school leaders do?

- Articulate your vision and ambition for the school, and the role PE and sport
- Communicate this to staff, pupils and parents, partners
- Demonstrate your commitment to pupils, before, during and after-school
- Invest in PE and school sport, invest in people
- Invest in CPD for your leaders of PE, sport and physical activity
- Ensure that the teaching of PE and coaching of sport is good or better
- Use new funding to transform provision, not simply fill gaps
- Check that all of this is making a difference to pupils' physical development, health and well-being, and report it

Making the most of your funding



What can PE and sport leaders do?

- Demonstrate a shared vision for PE and school sport
- Set high expectations & lead by example in teaching, learning and assessment
- Know the quality of PE teaching, linked to outcomes
- Know the quality of coaching – does it meet your expectations?
- PE and sport contributes to narrowing gaps
- An enriched curriculum with breadth, depth and relevance
- Pupils are well-prepared for Key Stage 3
- School leaders understand what you are trying to achieve with the funding
- The views of parents and carers, and pupils are acted upon

Making the most of your funding



What else can leaders do?

- Subject leadership- consider who is in place to lead improvements in PE and sport?
- Consider the amount of time you need each week to generate high participation and high standards in PE
- Monitor the opportunities provided for all pupils to participate in physical activity and/or compete in school sport.
- Enable the most-able to excel in PE and school sport.
- Get the tracksuit on – get involved and inspire others by teaching PE lessons and leading sports clubs and teams.

Increased funding proposals



DfE continue to work on options for the doubling of the PE and sport premium from September 2017 onwards. Further details will be announced in due course

- Illustrate the difference current funding is making
- Evaluate what you need to improve further, plan your spending
- Make its sustainable and adds value - invest in your staff
- Demonstrate its impact, get it on your website / newsletters
- Ask teachers, pupils and parents for their views
- Involve your governors - get it on the agenda / in minutes
- Share this with inspectors during inspection
- Without you, it won't happen

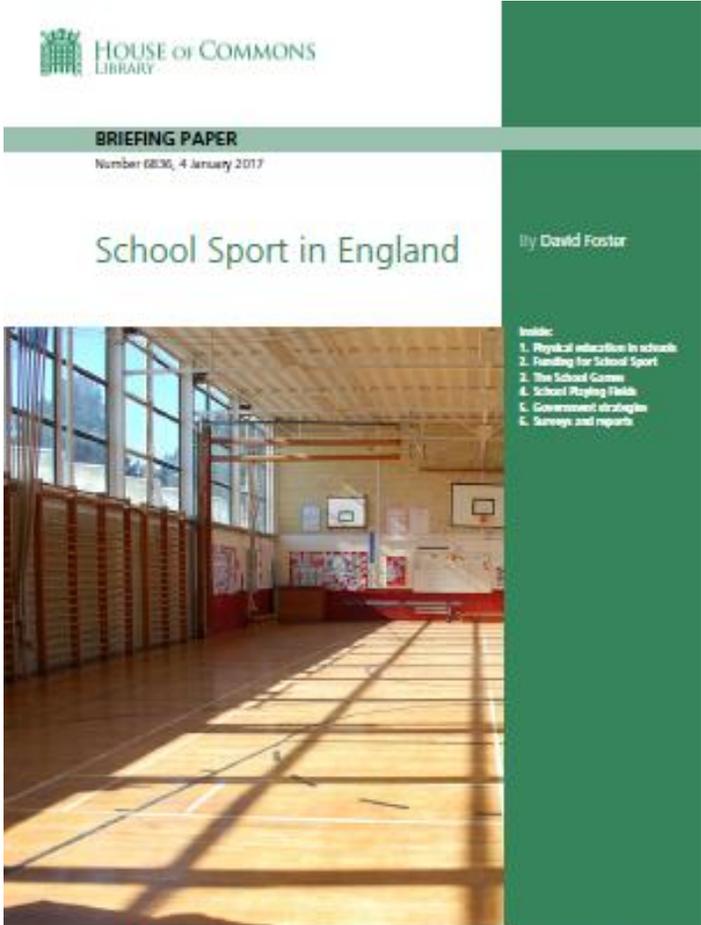
Making the most of your funding



Coaching in Primary Schools Toolkit



Further Help



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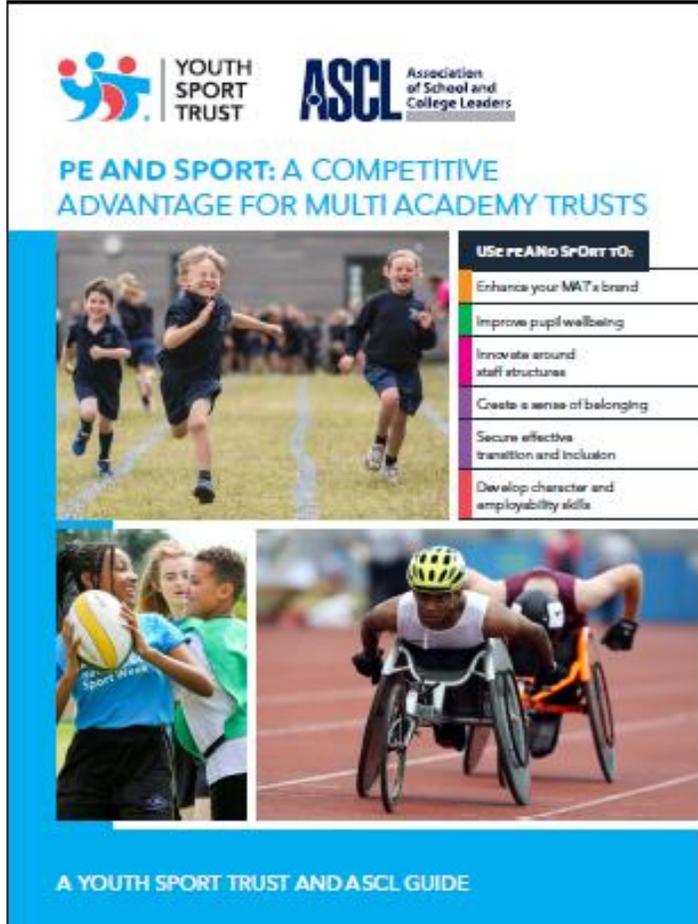
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Questions

