

Physical education survey visits

Generic grade descriptors and supplementary subject-specific guidance for inspectors on making judgements during visits to schools

Inspectors regularly visit schools each year to inform Ofsted's subject surveys in English, mathematics and science. Survey visits for other subjects are less frequent but continue to take place from time to time.

Where applicable, subject feedback letters, which are sent following survey visits, normally contain separate judgements on:

- the overall effectiveness of the subject
- the achievement of pupils in the subject
- the quality of teaching in the subject
- the quality of the subject curriculum
- the quality of leadership in, and management of, the subject.

In reaching these judgements, inspectors draw on the criteria and grade descriptors from the September 2013 *School inspection handbook* as they can be applied to individual subjects. Key elements of these descriptors are set out in the guidance below. Alongside them are supplementary, subject-specific descriptors to provide additional guidance for schools and inspectors. This includes guidance on the quality of the curriculum in the subject.

This supplementary guidance is not for use on section 5 whole-school inspections.

Grade descriptors – the overall effectiveness of physical education (PE) provided in the school

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach, which relies on the professional judgement of the inspection team. The exception is that teaching in PE must be outstanding for overall effectiveness to be outstanding.

Outstanding (1)

- Teaching in PE is outstanding and, together with a rich and relevant PE curriculum and a broad extra-curricular sports programme, contributes to pupils' outstanding learning, physical development, participation and achievement. Exceptionally, achievement in PE may be good and rapidly improving.
- Outstanding leadership of PE ensures that pupils, and particular groups of pupils have excellent educational experiences in lessons and in extra-curricular sport, and these ensure that they are very well equipped for the next stage of their education, training or employment.
- Rigorous monitoring and evaluation ensures that practice consistently reflects the highest expectations of staff and the highest aspirations for all pupils, including disabled pupils or those with special educational needs, those for whom the Pupil Premium provides support and the most able.
- Good practice is spread effectively in a drive for continuous improvement.
- PE makes an outstanding contribution to pupils' spiritual, moral, social and cultural development.

Good (2)

- Teaching is at least good and some is outstanding. This promotes pupils' positive attitudes to learning and regular participation, and ensures that their achievement is at least good.
- Good leadership of PE ensures that pupils and particular groups of pupils have highly positive experiences in PE lessons and in extra-curricular sport, and are well prepared for the next stage in their education, training or employment.
- The school takes effective action to enable most pupils, including disabled pupils or those with special educational needs, those for whom the Pupil Premium provides support and the most able to reach their full potential in PE and sport.

Requires improvement (3)

PE in the school requires improvement because one or more of the key judgements for achievement; behaviour and safety; the quality of teaching; the curriculum; and the quality of leadership and management of PE requires improvement (grade 3).

Inadequate (4)

PE in the school is likely to be inadequate if inspectors judge any of the following to be inadequate:

- the achievement of pupils in PE
- the behaviour and safety of pupils in PE
- the quality of teaching in PE
- the quality of the curriculum in PE
- the quality of the leadership in, and management of PE.

Grade descriptors – achievement of pupils in PE

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.

Generic ¹	Supplementary subject-specific guidance
<p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ From each different starting point², the proportions of pupils making expected progress³ and the proportions exceeding expected progress in English and in mathematics are high compared with national figures. For pupils for whom the pupil premium provides support, the proportions are similar to, or above, those for other pupils in the school or are rapidly approaching them. ■ Pupils make rapid and sustained progress throughout year groups across many subjects, including English and mathematics, and learn exceptionally well. ■ The achievement of pupils for whom the pupil premium provides support at least matches that of other pupils in the school or has risen rapidly, including in English and mathematics. ■ Pupils read widely, and often across all subjects to a high standard. ■ Pupils develop and apply a wide range of skills to great effect in reading, writing, communication and mathematics. They are exceptionally well prepared for the next stage in their education, training or employment. ■ Pupils, including those in the sixth form and those in the Early Years Foundation Stage, acquire knowledge quickly and develop their understanding rapidly in a wide range of different subjects across the curriculum. ■ The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, those for whom the pupil premium provides support, and the most able is consistently good or better. ■ The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this. In exceptional circumstances, an outstanding grade can be awarded where 	<p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ Boys and girls of all ages, abilities and interests acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE and sport. ■ They practise skills in a wide range of activities, by themselves, in small groups and in teams, and apply them in selected activities to achieve exceptionally high levels of performance. ■ Pupils are physically fit. They eat sensibly, avoid smoking, drugs and alcohol and exercise regularly. They can remain active for sustained periods to help promote their health and fitness. ■ They think for themselves, take the initiative and become excellent young leaders by organising and officiating sport events for others. They motivate and instil excellent sporting attitudes in other pupils. ■ Pupils show exceptional levels of originality, imagination and creativity. They know how to improve their own performance and work for extended periods of time without the need of guidance or support. ■ Pupils develop a passion for and a commitment to the subject. They eagerly participate in all lessons and engage fully in extra-curricular sport. ■ In primary schools, almost every pupil can swim at least 25 metres and remain safe in and around water by the end of Year 6. ■ Achievement in core PE, GCSE, BTEC and other awards is consistently high. A high proportion continues to study and participate in PE and sport in the next stage of their education.

¹ The descriptors are set out in full in the *School inspection handbook*.

² Starting points at Key Stage 1 include Levels W (and P levels), 1, 2c, 2b, 2a and 3; starting points at Key Stage 2 include Levels W (and P levels), 1, 2, 3, 4 and 5.

³ Expected progress is defined by the government as two National Curriculum levels of progress between Key Stages 1 and 2 and three National Curriculum levels of progress between Key Stages 2 and 4. From 2013, expected progress data between Key Stages 1 and 2 in English will be provided separately for reading and writing, but no longer aggregated for English.

Expected progress for pupils attaining below Level 1 of the National Curriculum at the end of Key Stages 1 or 2 is explained in *Subsidiary guidance*.

Generic¹	Supplementary subject-specific guidance
<p>standards of attainment of any group of pupils are below those of all pupils nationally, but the gap is closing rapidly, as shown by trends in a range of attainment indicators. This may include attainment in reading.</p>	
<p>Good (2)</p> <ul style="list-style-type: none"> ■ From each different starting point, the proportions of pupils making expected progress, and the proportions exceeding expected progress, in English and in mathematics are close to or above national figures. For pupils for whom the pupil premium provides support, the proportions are similar to, or above, those for other pupils in the school or are improving. ■ Progress across year groups in a wide range of subjects, including English and mathematics, is consistently strong and evidence in pupils' work indicates that they achieve well. ■ The achievement of pupils for whom the pupil premium provides support at least matches that of other pupils in the school or is rising. ■ Pupils read widely and often. ■ Pupils acquire knowledge and develop understanding quickly and securely. They develop and apply a wide range of skills, in reading, writing, communication and mathematics. This ensures that they are well prepared for the next stage in their education, training or employment. ■ The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, those for whom the pupil premium provides support and the most able, is generally good. ■ Where attainment, including attainment in reading in primary schools, is low overall, it is improving at a faster rate than nationally, over a sustained period. 	<p>Good (2)</p> <ul style="list-style-type: none"> ■ Boys and girls of all ages, abilities and interests acquire new knowledge and skills at a good rate and develop a good understanding of PE and sport. ■ They practise skills by themselves, in small groups and teams, without the need for much guidance or support. They apply these skills in a wide range of activities and situations, and achieve a high level of performance. ■ They have a good level of physical fitness and understand the importance of this in promoting their long-term health. They are able to remain physically active for long periods of time and lead healthy lifestyles by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly. ■ Pupils' enjoyment of PE is shown in their positive attitudes and regular participation in lessons and extra-curricular sport. They acquire the skills needed to organise sport and physical activity for others. ■ In primary schools, most pupils can swim 25 metres and know how to remain safe in and around water by the end of Year 6. ■ Achievement in core PE, GCSE, BTEC and other awards is high. A significant proportion of students continue to study and participate in PE and sport in the next stage of their education.
<p>Requires improvement (3)</p> <p>Pupils' achievement requires improvement as it is not good.</p>	<p>Requires improvement (3)</p> <ul style="list-style-type: none"> ■ Boys and girls of all ages, abilities and interests participate in most lessons but do not learn activities in sufficient depth to enable them to gain the knowledge and skills needed to make good progress. ■ Pupils are too dependent on the teacher or coach and cannot work independently for sustained periods of time without their support or guidance. ■ Only a few pupils engage in extra-curricular sport or train as young sports leaders. ■ Not all pupils lead a healthy lifestyle or maintain a high level of personal fitness. They are unable to remain physically active for long periods of

Generic ¹	Supplementary subject-specific guidance
	<p>time in lessons. These factors contribute to about one third of pupils being significantly overweight.</p> <ul style="list-style-type: none"> ■ In primary schools, only a minority of pupils are unable to swim at least 25 metres by the end of Year 6. ■ Achievement in core PE, GCSE, BTEC and other awards is not high enough based on students' starting points. Only a few students maintain an interest in PE and sport during the next stage of their education.
<p>Inadequate (4)</p> <p>Achievement is likely to be inadequate if any of the following apply.</p> <ul style="list-style-type: none"> ■ From their different starting points, the proportions of pupils making expected progress, and the proportions exceeding expected progress, in English or in mathematics are consistently below national figures and show little or no improvement. ■ For pupils for whom the pupil premium provides support, the proportions making and exceeding expected progress from the different starting points in English or in mathematics are consistently well below those of other pupils and show little or no improvement. ■ Pupils' learning and progress in any key subject⁴ or key stage, including the sixth form or the Early Years Foundation Stage, indicate they are underachieving. ■ Groups of pupils, particularly disabled pupils and/or those who have special educational needs and/or those for whom the pupil premium provides support, and/or the most able, are underachieving. ■ Pupils' communication skills (including reading and/or writing) or proficiency in mathematics are not sufficiently strong for them to succeed in the next stage of education, training or employment. ■ Attainment is consistently below floor standards⁵ or is in decline and shows little, fragile or inconsistent improvement. ■ There are wide gaps in the attainment and/or the learning and progress of different groups. 	<p>Inadequate (4)</p> <ul style="list-style-type: none"> ■ Based on their starting points, pupils or groups of pupils do not make enough progress in lessons or achieve well enough over time. ■ PE is under-valued by pupils. They do not engage regularly in PE and show little interest or enthusiasm in extra-curricular activities or train to become young sports leaders. ■ Poor personal habits, lack of fitness and negative attitudes towards regular exercise prevent pupils from leading a healthy lifestyle. They give up too easily when faced with vigorous exercise, and these factors contribute to more than half of pupils being significantly overweight. ■ In primary schools, a high proportion of pupils cannot swim at least 25 metres by the end of Year 6. ■ Achievement in core PE, GCSE, BTEC and other awards is consistently low and show no signs of improving. Very few students continue to study or participate in PE and sport in Key Stage 4.

⁴ 'Key' subjects in primary schools are English and mathematics. In secondary schools they are English, mathematics, science and any specialist school subjects and/or GCSE subjects with very high levels of entry.

⁵ Floor standards refer to the expected levels of performance set by the government in relation to standards of attainment at Key Stages 2 and 4 and the proportion of pupils exceeding the threshold for the number of National Curriculum levels of progress made in English and mathematics between Key Stages 1 and 2 or between Key Stages 2 and 4. Current figures are given in *Subsidiary guidance*.

Grade descriptors⁶ – quality of teaching in PE

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.

Generic	Supplementary subject-specific guidance
<p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, are making rapid and sustained progress. ■ All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum. ■ Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning. ■ The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum. ■ Teachers and other adults authoritatively impart knowledge to ensure that students are engaged in learning, and generate high levels of commitment to learning across the school. ■ Consistently high-quality marking and constructive feedback from teachers ensure that pupils make rapid gains. ■ Teachers use well-judged and often imaginative teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum. 	<p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ Enjoyable and highly effective learning is promoted through excellent relationships, regular praise and feedback. Teachers enthuse, motivate and inspire pupils to achieve their very best. . ■ Pupils secure outstanding progress because teachers and coaches are organised and well-planned. They use their extensive subject knowledge and expertise to show pupils the step-by-step stages of learning new skills, and how to apply skills in different activities and situations. They question pupils to check their understanding and provide expert advice on how to attain exceptionally high levels of performance. ■ Expectations of all pupils are consistently high. Pupils are challenged to work their hardest, even when they begin to tire and are encouraged to find their own ways of improving their performance. ■ The pace of learning is rapid. Time in lessons is maximised to engage all pupils in vigorous, physical activity. Pupils are physically active for sustained periods of time. ■ A wide range of equipment and resources, including computers and video technology, is used to enable pupils to enhance their learning and performance. ■ Pupils' progress is systematically checked throughout all key stages. Assessment data is used by teachers and coaches to plan further challenges for more able pupils and provide additional support for the less able.
<p>Good (2)</p> <ul style="list-style-type: none"> ■ Teaching in most subjects, including English and mathematics, is usually good, with examples of some outstanding teaching. As a result, most pupils and groups of pupils on roll in the school, 	<p>Good (2)</p> <ul style="list-style-type: none"> ■ Pupils of all abilities are fully included and challenged to achieve their best because learning is planned on the basis of what pupils already know, understand and can do. Teachers and

⁶ These grade descriptors describe the quality of teaching in the subject as a whole, taking account of evidence over time. While they include some characteristics of individual lessons, they are not designed to be used to judge individual lessons.

Generic	Supplementary subject-specific guidance
<p>including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, make good progress and achieve well over time.</p> <ul style="list-style-type: none"> ■ Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum. ■ Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning. ■ Reading, writing, communication and mathematics are taught effectively. ■ Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged. ■ Teachers assess pupils' learning and progress regularly and accurately at all key stages, including in the Early Years Foundation Stage. They ensure that pupils know how well they have done and what they need to do to improve. ■ Effective teaching strategies, including setting appropriate homework and appropriately targeted support and intervention, are matched well to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons. 	<p>coaches show a detailed understanding of PE and sport and communicate this effectively.</p> <ul style="list-style-type: none"> ■ Specialist coaches and volunteers are deployed effectively by teachers to provide high-quality sports coaching and advice on how to improve performance. ■ Relationships are good and expectations are high. Pupils improve their fitness and health as a result of good teaching. Time in lessons is used effectively to engage all pupils in vigorous, physical activity for sustained periods of time and to promote their physical fitness. ■ Pupils' learning, progress and enjoyment of PE are effectively enhanced through the use of a range of PE equipment and video technology. ■ Teachers and coaches assess how well individual pupils are progressing and identify those who need further challenge or additional support.
<p>Requires improvement (3)</p> <ul style="list-style-type: none"> ■ Teaching requires improvement as it is not good. 	<p>Requires improvement (3)</p> <ul style="list-style-type: none"> ■ Pupils or groups of pupils do not make good progress because teaching is not good. ■ Because tasks are not sufficiently challenging, the most able pupils are prevented from making good progress. Not all teachers have high expectations of what pupils are capable of achieving. Learning does not interest or engage all pupils, or inspire them to try their hardest. ■ Gaps in the subject knowledge of teachers and coaches limit their ability to question pupils about their learning or to offer them clear advice on how to improve. ■ Pupils' learning is not regularly enhanced through the use of different mediums, such as video or computers. ■ In primary schools, responsibility for teaching PE is held by assistants, coaches or other volunteers who are not closely supervised by senior leaders. ■ Assessment data is not used well enough to check pupils' progress in all key stages or to inform teacher's future planning.
<p>Inadequate (4)</p> <p>Teaching is likely to be inadequate where any of the</p>	<p>Inadequate (4)</p> <ul style="list-style-type: none"> ■ Pupils or groups of pupils do not make sufficient

Generic	Supplementary subject-specific guidance
<p>following apply.</p> <ul style="list-style-type: none"> ■ As a result of weak teaching over time, pupils or particular groups of pupils, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, are making inadequate progress. ■ Pupils cannot communicate, read, write, or apply mathematics as well as they should. ■ Teachers do not have sufficiently high expectations and teaching over time fails to engage or interest particular groups of pupils, including disabled pupils and those who have special educational needs. ■ Learning activities are not sufficiently well matched to the needs of pupils. 	<p>gains during lessons because the quality of teaching is not good enough.</p> <ul style="list-style-type: none"> ■ Pupils spend too long repeating work they have already learnt, and as a result become bored. Teachers' planning takes little or no account of pupils' prior learning, so pupils of different abilities all do the same activities. ■ There are significant gaps in the subject knowledge of teachers and coaches. Their expectations of what pupils are capable of achieving are too low. ■ Long periods of inactivity arise as a consequence of too much teacher talk, low expectations and few opportunities for pupils to learn independently. There are not enough opportunities for pupils to improve their physical fitness. ■ Pupils' progress is not regularly assessed, so teachers and pupils are unaware of how well they are progressing. ■ Sports coaches and volunteers do not have enough subject knowledge. Their work is not monitored closely by senior leaders to make sure that pupils' needs are fully met.

Grade descriptors – quality of the curriculum in PE

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.

Outstanding (1)

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

Good (2)

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

Requires improvement (3)

- The PE curriculum requires improvement because it is not good.
- Pupils participate weekly, but not enough time is allocated to core PE lessons to enable them to make good progress. To make up for this shortfall, pupils are expected to study examined awards in PE in Key Stage 4.

- A limited extra-curricular sports programme does not appeal to most pupils or encourage them to participate regularly in school sport.
- Primary schools do not enable pupils to continue to attend swimming lessons until they can swim 25 metres.
- The choice of PE awards and qualifications in secondary schools is too narrow.
- Links with other subjects make little difference to enhancing pupils' achievement in PE.
- PE makes a limited contribution to pupils' social, moral, spiritual and cultural development.

Inadequate (4)

- The PE curriculum does not ensure pupils' entitlement to the subject and does not secure continuity in their learning.
- Not enough time is allocated to core PE in one or more key stages to enable all pupils to make sufficient progress.
- The quality or quantity of PE, the range of qualifications and awards, and extra-curricular activities do not promote pupils' engagement, enjoyment or achievement in PE.
- There are very few opportunities to participate regularly in sport against other schools and competitive school sport is not played to a high standard.
- Opportunities to promote pupils' social, moral, spiritual and cultural development in PE are missed.
- In primary schools, insufficient time is allocated to enable pupils to meet statutory requirements for swimming.
- There are no substantial links between PE and other subjects in the school, or with local schools, clubs and sports organisations.

Grade descriptors – quality of leadership in, and management of, PE

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspector.

Generic	Supplementary subject-specific guidance
<p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time. ■ All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school's performance, and of staff and pupils' skills and attributes. ■ Governors, or those with a similar responsibility, stringently hold senior leaders to account for all aspects of the school's performance. ■ There are excellent policies underpinning practice that ensures that pupils have high levels of literacy, or pupils are making excellent progress in literacy. ■ Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by searching performance management that encourages, challenges and supports teachers' improvement. As a result, teaching is outstanding, or at least consistently good and improving. ■ The school's curriculum promotes and sustains a thirst for knowledge and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical wellbeing, and their spiritual, moral, social and cultural development. ■ The school's actions have secured improvement in achievement for those supported by the pupil premium, which is rising rapidly, including in English and mathematics. ■ The school has highly successful strategies for 	<p>Outstanding (1)</p> <ul style="list-style-type: none"> ■ Leaders articulate a clear vision for the subject. They show a relentless commitment to improving provision and achievement. ■ Leaders inspire and enthuse staff and motivate pupils of all ages and abilities to engage fully in PE and do their very best. ■ PE has a high profile. There is a strong sporting ethos in the school. Leaders have convinced headteachers and governors of the importance of sufficient time for PE by illustrating how time is used effectively to achieve outstanding outcomes for pupils. ■ There is an outstanding track record of innovation and improvement. Leaders are expert practitioners, well informed by current good practice and research in PE and education generally. ■ Self-evaluation and improvement planning are accurate and detailed. Rigorous lesson monitoring, staff training and the sharing of best practice have eradicated weaknesses in teaching and made it consistently good and regularly outstanding. ■ Clear guidance is provided for all teachers and coaches about assessing pupils' progress, and using this data to raise achievement in PE. ■ Highly productive partnerships with other schools support the school's work. Pathways into community sports clubs are firmly established. Young leaders are used well to organise sport and play for others. ■ PE makes an excellent contribution to whole-school priorities, including literacy and numeracy policies. ■ Governors are highly supportive of the aims and vision for the subject, and promote and celebrate the school's successes in school sport. ■ Primary school leaders, including governors, ensure that new funding for PE and sport is used exceptionally well to improve the quality of provision, including regular and sustained participation in PE and sport.

Generic	Supplementary subject-specific guidance
<p>engaging with parents to the benefit of pupils, including those who find working with the school difficult.</p> <ul style="list-style-type: none"> ■ The school's arrangements for safeguarding pupils meet statutory requirements. ■ Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others. ■ Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the pupil premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils. 	
<p>Good (2)</p> <ul style="list-style-type: none"> ■ Key leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition. ■ Teaching is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional development, which are closely matched to the needs of the school and staff. ■ Self-evaluation is thorough and accurate, and the school's actions are carefully planned, concerted and effective. ■ The well-thought-out policies ensure that pupils make at least good progress in literacy. ■ Governors, or those in a similar position, systematically challenge senior leaders. As a result, the quality of teaching and pupils' achievement has improved, or previous good performance in these areas has been consolidated. ■ The school's curriculum encourages a thirst for knowledge and a love of learning. It covers a range of subjects and provides opportunities for academic, technical and sporting excellence and contributes well to pupils' academic achievement, their physical wellbeing and their spiritual, moral, social and cultural development. It promotes positive behaviour and a good understanding of safety matters. ■ The school's actions have secured improvement in achievement for those supported by the pupil premium, which is rising, including in English and mathematics. ■ The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils. ■ The school's arrangements for safeguarding 	<p>Good (2)</p> <ul style="list-style-type: none"> ■ Leaders are fully committed to securing improvements to provision and raising pupils' achievement. They take decisive action to eradicate weaknesses and promote greater consistency. ■ They know their subject well. Self-evaluation is accurate and informs detailed plans for improvement. Leaders are receptive to new ideas and innovations in PE. ■ Leaders are competent and confident teachers of PE. Their lesson monitoring is routine and well-established. Strengths are shared between teachers and weaknesses are tackled through further challenge and professional development tailored to individual needs. ■ Assessment procedures are firmly established in all key stages and are applied consistently to monitor pupils' progress and inform future planning. ■ Sufficient curriculum time for PE has been secured to promote regular participation and enable all pupils to achieve well. ■ Good partnerships with other schools and clear pathways to local providers of sport enable pupils to continue to participate after school. ■ PE makes a good contribution to whole-school priorities, including literacy and numeracy policies. ■ Governors are supportive of the aims and vision of the subject leader and are keen to celebrate the school's successes in school sport. ■ Primary school leaders, including governors, ensure that new funding for PE and sport is used well to improve the quality of provision, including regular and sustained participation in PE and sport.

Generic	Supplementary subject-specific guidance
<p>pupils meet statutory requirements.</p> <ul style="list-style-type: none"> ■ Governors ensure the efficient management of financial resources. This leads to the effective deployment of staff and resources. 	
<p>Requires improvement (3)</p> <p>Leadership and management require improvement because they are not good but are demonstrating the capacity to secure improvement in the school.</p>	<p>Requires improvement (3)</p> <ul style="list-style-type: none"> ■ Subject leaders are aware of some of the current developments in PE and sport and incorporate them into their practice. ■ Self-evaluation recognises the strengths of PE but does not identify what needs to be done to secure and sustain improvements, particularly to the quality of teaching. Plans to develop PE are not leading to significant improvement. ■ Inconsistencies in the quality of teaching are not routinely addressed. Teachers and coaches are given minimal guidance to help them plan and teach lessons effectively. ■ Assessment procedures are under-developed or are not applied consistently by all staff. ■ Good practice is not shared widely. Staff benefit from some involvement in local training and networking with other schools, but wider partnerships are limited. ■ PE makes some contribution to whole-school priorities, including literacy and numeracy policies. ■ Governors are aware of some aspects of the school's work in PE and school sport. ■ Primary school leaders, including governors, ensure that new funding for PE and sport is used to make some improvements to provision and participation in PE and sport.
<p>Inadequate (4)</p> <p>Leadership and management are likely to be inadequate if any of the following apply.</p> <ul style="list-style-type: none"> ■ Capacity for securing further improvement is limited because current leaders and managers have been ineffective in securing essential improvements. ■ Improvements which have been made are unlikely to be sustainable, are too slow or are dependent on external support. ■ Self-evaluation lacks rigour and is inaccurate in its conclusions so that leaders and managers do not have a realistic view of outcomes or provision. ■ Leaders are not doing enough to ensure good teaching for all groups of pupils, including disabled pupils and those who have special educational needs. ■ Leaders and managers are not taking sufficiently effective steps towards securing good behaviour 	<p>Inadequate (4)</p> <ul style="list-style-type: none"> ■ Leaders, including governors, are not well informed about current developments in PE and school sport. ■ Leaders do not have a clear vision for the subject and there is no track record of innovation and improvement. Self-evaluation and improvement planning lack rigour. ■ Leaders have not done enough to strengthen the quality of teaching. Too much of it requires improvement. Good practice has not been shared to promote greater consistency in teaching. ■ The learning environment is not cared for or used well enough to promote pupils' positive attitudes towards PE and sport. ■ In primary schools, there is no clear leadership or strategic planning to improve PE. Lesson monitoring is infrequent, so the effectiveness of teachers and coaches is unknown. ■ Regular checks are not made to ensure that all

Generic	Supplementary subject-specific guidance
<p>from all pupils and a consistent approach to the management of challenging behaviour.</p> <ul style="list-style-type: none"> ■ The curriculum fails to meet the needs of pupils or particular groups of pupils, or pupils are entered for public examinations inappropriately early, and pupils' achievement, physical wellbeing and enjoyment of learning are significantly impaired. ■ The progress in English or in mathematics of pupils for whom the pupil premium provides support is falling further behind the progress of the other pupils with similar prior attainment in the school. ■ Poor literacy is not being tackled urgently and this is impeding pupils' progress. ■ Governors are not sufficiently diligent in holding the school to account for pupils' achievement, the quality of teaching and the effective and efficient deployment of resources. ■ The school's strategies for engaging with parents are weak and parents express little confidence in the school. ■ The school's arrangements for safeguarding pupils do not meet statutory requirements and give serious cause for concern, or insufficient action has been taken to remedy weaknesses following a serious incident. 	<p>pupils can swim 25 metres by the end of Key Stage 2.</p> <ul style="list-style-type: none"> ■ Teachers or coaches do not have the confidence and competence to teach PE effectively. Opportunities for their professional development are too limited. ■ Partnerships with other schools and providers are under-developed. The curriculum and extra-curricular programme do not promote regular participation or enable all pupils to achieve well enough. ■ PE makes a minimal contribution to whole-school priorities, including literacy and numeracy policies. ■ The subject leader has not gained the full commitment of the headteacher and governors to provide enough time for PE. ■ Primary school leaders, including governors, are not making effective use of new funding for PE and sport to improve the quality of provision, including regular and sustained participation in PE and sport.