

Potential outstanding outcomes in 290 words! (PD)

There is a wide and rich range of extra-curricular experiences that enhance and extend pupils interests and talents. Pupils are motivated and engaged and participate willingly and respond positively to the sporting and cultural opportunities on offer. PESSPA contributes exceptionally well to the development of pupils' character, confidence, resilience and independence and supports their persistence in the face of challenges and difficulties. Pupils know how to eat well, maintain an active lifestyle and keep physically and mentally healthy.

Developing the Whole Child Through Physical Education, School Sport & Physical Activity



“The difference that high quality Physical Education, School Sport & Physical Activity make to the lives of young people is quite remarkable”

Physical Activity: Positive Impact

- Increases self-esteem
- Reduces stress & anxiety
- Prevents the development of mental health problems
- Positive impact on our mood. *(Researchers found that the participants felt more content, more awake and calmer after being physically active compared to after periods of inactivity. They also found that the effect of physical activity on mood was greatest when mood was initially low).*

- www.mentalhealth.org.uk/publications/how-to-using-exercise

Potential outstanding outcomes in 290 words! (QofE)

There is a clear and ambitious vision for high quality PESSPA. The PE curriculum is well planned, relevant and purposeful and supports the progression of all pupils from their starting points to their end points with the aim that all pupils successfully complete their programmes of study, demonstrating improved skills, competencies and developing at the same time, detailed knowledge, understanding and the cultural capital to succeed in life.

Overall Effectiveness

PESSPA provision contributes strongly to the spiritual, moral, social and cultural development of pupils and effectively meets different pupils' needs, including pupils with SEND.

Inspectors will use all the available evidence to evaluate **what it is like to be a learner in the provision**. In making the judgements about a provider's overall effectiveness, inspectors will consider whether the standard of education, **good or outstanding**.



EVIDENCE OF IMPACT



THE CURRICULUM

The Quality of Education: Intent, Implementation, Impact

INTENT: To what extent does the PE curriculum set out the deeper understanding, knowledge and skills that pupils will gain at each stage?

IMPLEMENTATION: How is the PE curriculum developed or adopted by the school and how is it taught and assessed in order to support pupils to build their knowledge and to apply that knowledge and skills?

IMPACT: What are the outcomes that pupils achieve as a result of the physical education they have received/are receiving?

Unpicking the 3 i's: What are the implications for you?

PURPOSE:

Physical Education 'should inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect'

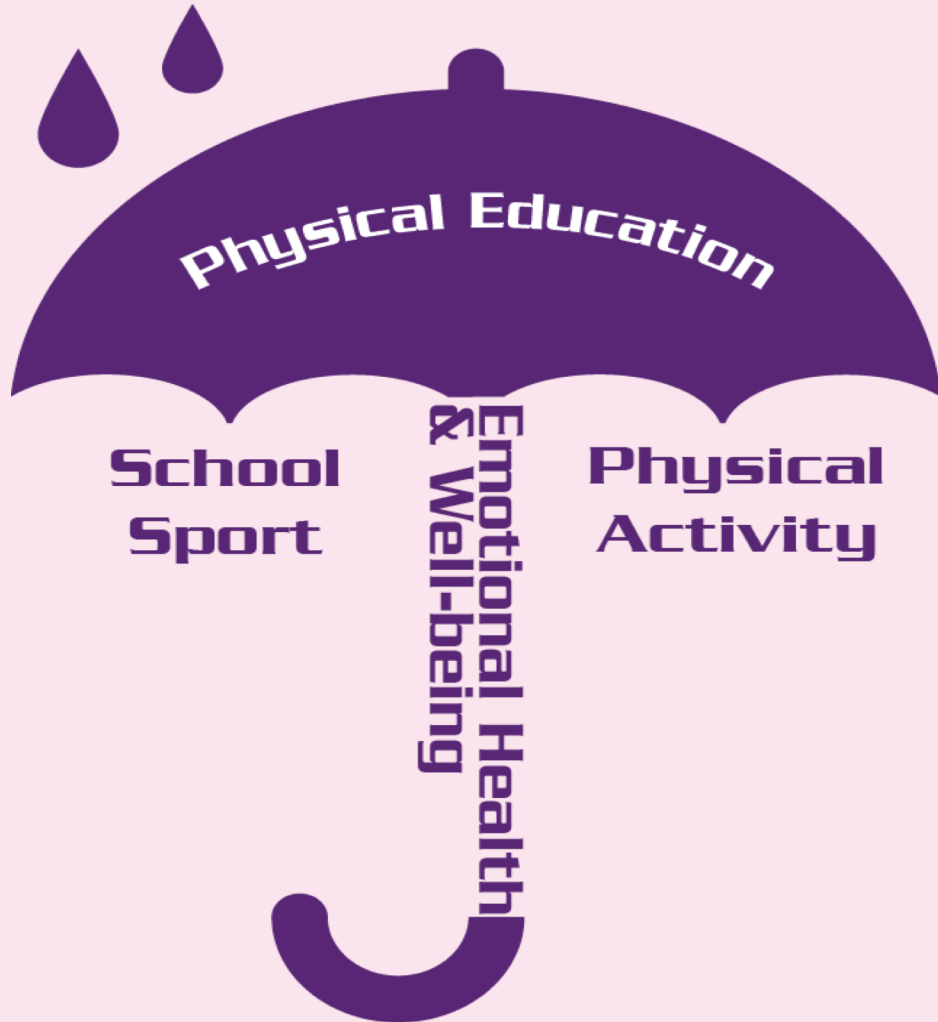
AIMS: Curriculum Plan & Coverage

‘Ensuring pupils develop competence to excel, are PA for sustained periods of time and engage in competitive sports and activities thus leading to a healthy & active lifestyle’.

Your current PE curriculum:???????????

- Fit for purpose?
- In recent years what has changed, improved and been/needs to be developed?
- The subject: Inclusive, broad & balanced, deep, enriching & enhancing?

The State of Play: Inclusivity



- What is your INTENT?
- How are you IMPLEMENTING it?
- What can be maintained, introduced, added and refined?
- What IMPACT is there, and where is the evidence?

Priorities and effectiveness in curriculum design: INTENT

- ✓ Knowledge and expertise of curriculum leaders.
- ✓ School context & pupil needs
- ✓ Regular evaluation & review
- ✓ Scaffolding to ensure progression, continuity and coherence
- ✓ NC as a benchmark, but autonomy in approach

Priorities and Effectiveness: Curriculum IMPLEMENTATION

What and how clear are the programmes of study that pupils/classes are following? What are the intended end points towards which those pupils are working towards, and how are those pupils progressing through the curriculum?

- Curriculum coverage: designed so it is sequential & progressive
- Taught well so pupils acquire the intended knowledge and skills and transfer key knowledge to long-term memory
- Assessment of and for learning is regular & frequent

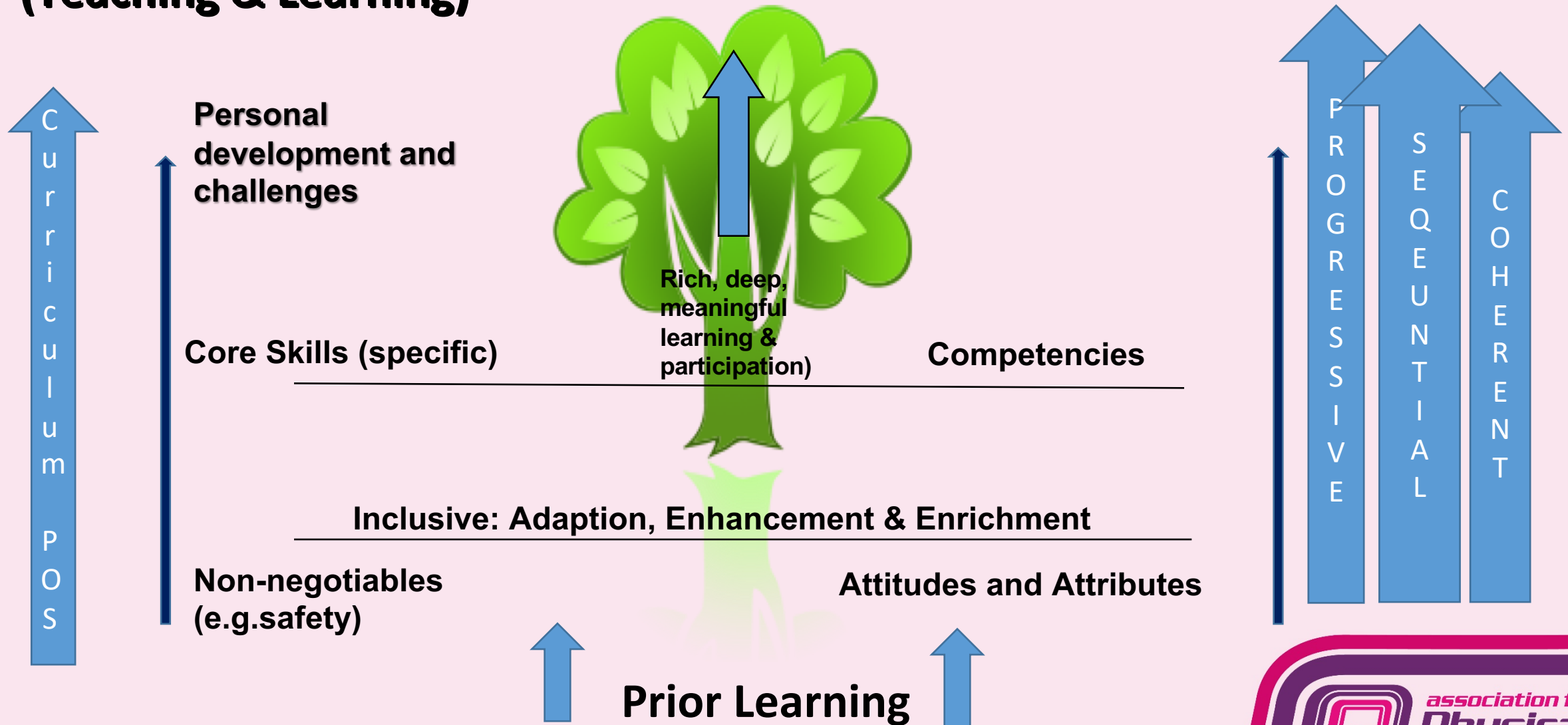
Priorities and Effectiveness: IMPACT

- A well-constructed, well-taught curriculum will lead to good results because those results will reflect what pupils have learned;
- Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life;
- All learning builds towards an end point. Learners are being prepared for their next stage of education;
- **Expectations:** What progress are the pupils making in terms of knowing more, remembering more and being able to do more?

Quality of Education: (Teaching & Learning)

END POINTS: PERSONAL BEST

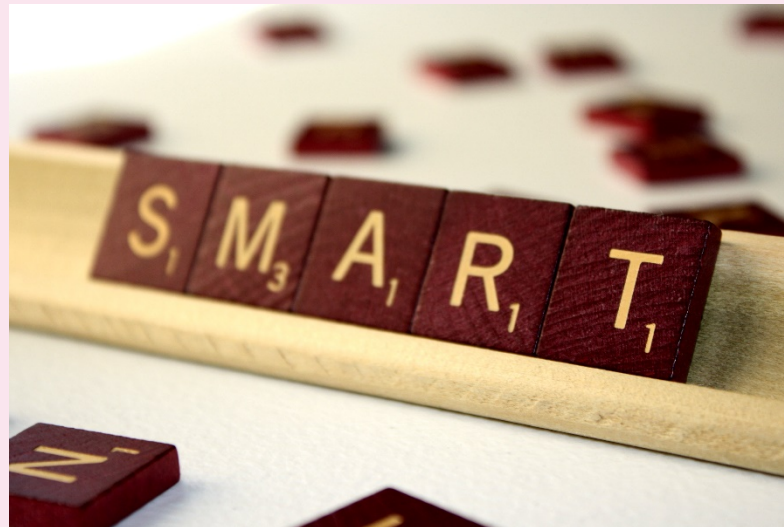
Acorn to Oak



Outstanding.....

- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils' work across the curriculum is consistently of a high quality.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

RESPONSIBILITY:



Specific
Measurable
Achievable
Realistic
Time bound
Evaluate
Review

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Thank you &
good luck



