

Do you have high quality PE and sport in your school?



A guide to self-evaluating and improving the quality of PE and school sport

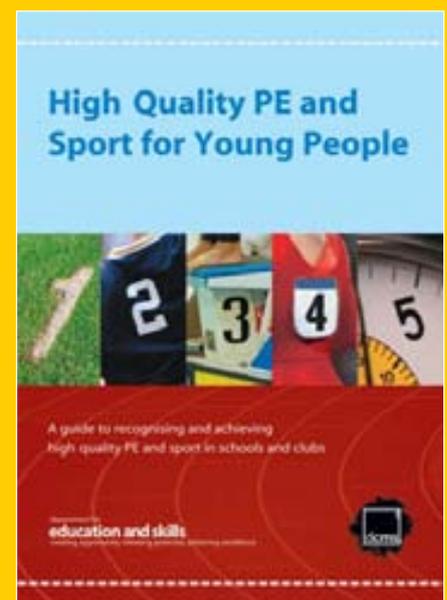


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What are the pupil outcomes of high quality PE and school sport?



When pupils experience high quality



1 They are **committed** to PE and sport and make them a central part of their lives – both in and out of school. They seldom miss PE lessons, remember their kit and get changed on time. They make sure they are available for sports events and take responsibility for not letting down others. They encourage other pupils to get involved and help adults to organise lessons and activities.



2 They know and **understand** what they are trying to achieve and how to go about doing it. They know how to think for each area of activity and when and how to use composition, choreography, games strategy, athletic tactics and problem solving. They also know how they are judged in each area of activity.



3 They understand that PE and sport are an important part of a healthy, active lifestyle. They know how PE and sport contribute to a balanced **healthy, active lifestyle** and how different activities affect their fitness, health and feelings about themselves. They can explain how the school helps them to maintain a healthy, active lifestyle.

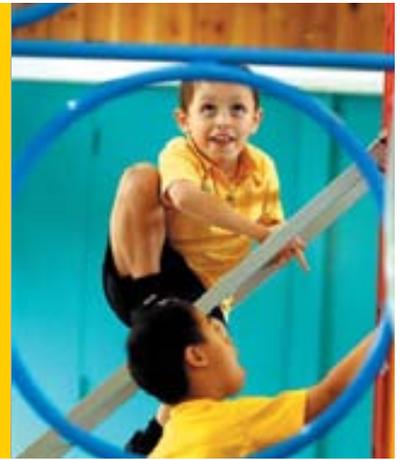


4 They have the **confidence** to get involved in PE and sport. They are willing to demonstrate what they can do, volunteer questions and answers, ask for help when they need it and talk positively about their achievements. They help others and are happy to take part in any capacity. They try new activities without worrying about failing.



5 They have the **skills** and control that they need to take part in PE and sport. They show good body control, have poise and balance, and show fluency and accuracy in their movements. They can apply and adapt a wide range of skills and techniques effectively.

Quality PE and school sport:



6 They willingly take part in a range of competitive, creative and challenge-type activities, both as individuals and as part of a team or group. They get involved in any activities in PE lessons and take part in different school sport activities. They are happy to work and perform on their own, as well as in groups and teams.



7 They think about what they are doing and make appropriate decisions for themselves. They work without constant prompting and ask questions so that they can organise themselves and make progress. They come up with ideas and strategies to help them improve. They react to situations intelligently when performing, taking into account others' strengths and weaknesses.



8 They show a desire to improve and achieve in relation to their own abilities. They are determined to achieve the best possible results and spend extra time practising. They often compare their performance to their own in the past and to other people's and feel that they could do better still. They ask for advice on how to improve.



9 They have the stamina, suppleness and strength to keep going. They concentrate well and maintain their energy and activity levels. They seldom miss PE because of illness or injury and are physically strong and flexible enough to take part in activities.



10 They enjoy PE, school and community sport. They are keen to take part and talk about what they are doing with enthusiasm. They show an interest in the PE/sport noticeboards and often watch or read about PE and sport. They are eager to get to PE lessons and smile a lot!

About this guide



In 2003 the Department for Education and Skills (DfES) and the Department for Culture, Media and Sport (DCMS) published *Learning through PE and sport*. This booklet set out the national strategy for physical education, school sport and club links (PESSCL) in England and stated:

'the overall objective, a joint DfES and DCMS Public Service Agreement target, is to enhance the take up of sporting opportunities by 5-16 year olds. The aim is to increase the percentage of school children in England who spend a minimum of two hours each week on high quality PE and school sport within and beyond the curriculum to 75% by 2006.'

This target has since been increased to 85 per cent by 2008. Further investment (announced in December 2004) now aims to give all children access to at least four hours of PE and sport each week by the end of the decade.

In March 2004 a second booklet – *High quality PE and sport for young people* – was produced to help schools and sports clubs recognise what high quality looks like and understand how they can achieve it. It focused in particular on describing 10 pupil outcomes of high quality PE and sport (open up the page on the left to see a summary of these).

This new guide – *Do you have high quality PE and sport in your school?* – is the third booklet in the series. It has been written to help you:

- use the pupil outcomes of high quality to carry out self-evaluation of the quality of PE and sport in your school
- use the findings of your evaluation to improve the quality of what your pupils do in PE and school sport.

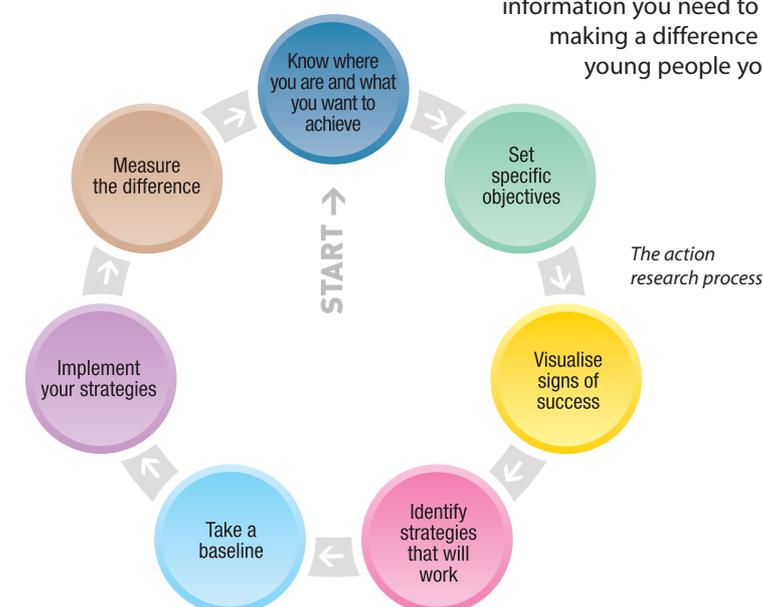
This guide focuses on PE and school sport. Club links and competitive sport will be addressed in the next guide in the series.

What is in the guide?

The guide begins with a brief overview of the characteristics of effective self-evaluation and why it is important for PE and school sport (PESS). It then goes on to describe five stages that you can work through if you want to use the high quality pupil outcomes to evaluate and improve PESS in your school:

- **making sure that everyone understands what high quality PESS looks like**
- **evaluating how well your pupils match up to the outcomes**
- **identifying priorities for improving the quality of PESS**
- **taking action to bring about improvement**
- **checking whether you are making a difference.**

These stages reflect the action research process used in the national continuing professional development (CPD) programme for PESS, with self-evaluation as the first step in a cycle that enables schools to bring about improvement.



How to use the guide

This guide is intended to be as practical as possible. It draws on the experiences of schools that have already begun to use the outcomes to evaluate the quality of their PESS (the charts, graphs and questionnaires are all tools that they have found helpful).

If you are a teacher, subject leader or school leader, you could read through the five stages with colleagues and carry out some of the activities suggested (these are in blue boxes). Which of the approaches described would be most useful in your context? Could you involve pupils in the evaluation process by sharing the pictures of high quality shown and encouraging them to compare these with their own experiences?

If you already have a process in place for evaluating the quality of PESS in your school, we hope that you will use this guide to reinforce what you are doing and look for ways of making it more effective. This could be a good opportunity to check that the process you use is secure and provides the information you need to continue making a difference to the young people you work with.

Why carry out self-evaluation of the quality of PESS?



The main reason to carry out self-evaluation of the quality of PESS in your school is to collect information that you can use to:

- increase the number of your pupils showing most of the characteristics of the outcomes of high quality PESS
- improve the quality of PESS provision to ensure that more pupils demonstrate the outcomes.

You need to know that what you are doing and providing is making a difference. Self-evaluation helps you to work out which of the things that you do and provide have the biggest impact on pupils, and which make very little difference to the outcomes you are trying to achieve.

However, self-evaluation of the quality of PESS is also important for reasons of accountability. It is a significant element of any bid for specialist sports college status (or for re-designation after specialist status has expired). It helps school sport partnership leaders to recognise the difference being made to young people and decide the most effective way to direct support, advice and resources. It enables school leaders and managers to recognise pupil achievement in a broader way than simply through exams and testing. It also provides vital information to support the national strategy for PESSCL.

If you are part of a school sport partnership, you will have to fill in a PESSCL survey each year stating how many of your pupils take part in at least two hours of high quality PESS each week, both within and beyond the curriculum. Counting the number of pupils is relatively straightforward, but

you also need to provide an assessment of the *quality* of the outcomes they achieve in and through PESS. Effective self-evaluation will enable you to be more confident about the information you provide to PESSCL. This, in turn, will enable the Government to direct resources as effectively as possible.

What is effective self-evaluation?

Self-evaluation needs to be a central part of ongoing planning, teaching and coaching for improvement. Those involved in the process need to:

- agree a set of outcomes that are worth achieving
- take notice of pupils by looking at what they do and listening to what they say
- use time effectively, so that the process does not become too burdensome
- be open and honest about what they find out, and sensitive in the way they share and communicate it
- recognise the full range of achievement
- enable everyone to use what they find out
- take action to bring about improvement.

Self-evaluation is **not** effective if it:

- is just seen as something that has to be done
- focuses on filling in forms someone else has devised
- is not used to take action to bring about improvement.



Making sure that everyone understands what high quality PESS looks like

The first thing that you need to do when carrying out self-evaluation is to familiarise yourselves with the pupil outcomes described in the booklet *High quality PE and sport for young people* (summarised at the front of this guide). By describing what you will see pupils doing when they are involved in high quality PESS, these set out a vision for all of us to work towards.

The basic principles of high quality PE and sport are that they always:

- enable all young people, whatever their circumstances or ability, to take part in and enjoy PE and sport
- promote young people's health, safety and well-being
- enable all young people to improve and achieve in line with their age and potential.

To evaluate and improve the quality of PESS in your school, you need to know and understand exactly what you are aiming to achieve and make sure that all the people you work with – including your pupils – know and understand it too. This means sharing the pupil outcomes and making sure that everyone is clear about what they mean.

There are lots of ways to establish a clear and common understanding of what you will see when your pupils are involved in high quality PESS. There is no single right way – the key is to involve everybody and to keep the vision alive by ensuring that this is not a one-off exercise.

→ Group the outcomes

Consider dividing the 10 pupil outcomes into three broad categories:

- outcomes related to the curriculum (understanding; skills; thinking and decision making; participation in different types of activities)
- outcomes related to attitude (commitment; confidence; desire to improve; enjoyment)
- outcomes related to health and fitness (healthy, active lifestyle; stamina, suppleness and strength).

Breaking the outcomes down in this way can help to clarify the picture of high quality.

→ Talk about the outcomes at staff meetings

Discuss the pupil outcome statements at whole staff or department meetings to establish a shared understanding of what they mean (try to involve senior management).

Look at the detailed descriptions for each outcome and talk about the picture they create. Do any of the outcomes need further clarification to make the picture real for your school? Could you add descriptive statements to make the outcomes clearer? Try to identify pupils who exemplify each outcome.

Could you broaden your discussion by relating the outcomes that have been identified for PESS to other subjects?

→ Share the outcomes with pupils

Share the picture of high quality PESS with pupils, as well as staff. Pupils need to know and understand what they are expected to achieve and how you want them to behave. You could do this by:

- using assembly, circle, tutor or PSHE time to talk about the outcomes
- displaying posters of the 10 outcomes on PE noticeboards, in the changing rooms or in the school hall
- asking pupils to describe what they see to be the outcomes of high quality PESS and adding their descriptions to the 10 outcome statements.



Making sure that everyone understands what high quality PESS looks like



Use video and photographs

To spark discussion about what constitutes high quality, watch video or look at photographs of pupils performing.

On these pages you will see seven photographs of pupils taking part in PESS.

What messages do they give about quality? Remember to look carefully at what is going on in both the foreground and background of the photographs.

- Which do you think show high quality PESS?
- Are there some that show PESS of variable quality?
- Which of the pupil outcomes of high quality PESS does each picture illustrate?

If you wish, you could photocopy the pictures and use them as the focus for discussion in a staff meeting or with pupils.

Could you create a display with your pupils to show high quality PESS in action?





Evaluating how well your pupils match up to the outcomes

To what extent do your pupils:



show commitment to PESS?



know and understand what they are trying to achieve?



understand that PE and sport are part of a healthy, active lifestyle?



have the confidence to get involved?



have the skills and control that they need?

To answer these questions, you need to get a clear picture of the difference between what you *want* your pupils to be achieving and what they are *actually* achieving.

For example, outcome 3 focuses on pupils' understanding of PE and sport as important parts of a healthy, active lifestyle. It states that when there is high quality, pupils:

- know how taking part in PE and sport contributes to a balanced healthy, active lifestyle
- are able to describe how each activity they get involved in affects their fitness, health and feelings about themselves
- are able to explain how the school helps them to maintain a healthy, active lifestyle.

If you were to discuss these three points with colleagues, you might decide that in your school you want to see pupils who:

- take every opportunity to engage in activity during lessons, before and after school, and at break times
- show enthusiasm for learning about health in PE, reading health magazines and looking at your health and exercise noticeboard
- link the fitness and health requirements in the programme of study for PE with the demands of the activity they are doing

- take growing responsibility for preparing themselves appropriately for the start of an activity, rather than waiting for you to lead them
- choose to eat healthy food more often
- talk about how each activity they get involved in affects their fitness level, general health and how they look and feel about themselves
- talk about what they do at home, how active they are and how school helps them to maintain their chosen healthy, active lifestyle.

But what are they *actually* achieving? Are some still avoiding PE? Are some unenthusiastic when they do take part? Do your registers of participation show lower levels than you would like? Do you still see pupils making unhealthy choices at lunchtime? Are there some pupils who take part in little exercise at home? Do you worry that some pupils are overweight?



willingly take part in a range of activities?



think about what they are doing and make appropriate decisions?



show a desire to improve and achieve?



have stamina, suppleness and strength?



enjoy PE/SS?



The difference between these two descriptions is clear. What you need to establish is the proportion of your pupils who are actually achieving what you want.

- Which groups of pupils or individuals demonstrate most of the outcomes most of the time?
- Which groups or individuals demonstrate a few of the outcomes occasionally?
- Does the degree to which pupils demonstrate particular outcomes change? For example, are they inconsistent in their levels of commitment?
- Which outcomes, or groups of outcomes, do your pupils match up to best? Which do they not match up to so well?

Evaluating how well your pupils match up to the outcomes

How are you going to carry out your self-evaluation?

What are you going to evaluate?

Are you going to look at:

- each outcome individually?
- the three groups of outcomes (categorised by curriculum, attitude and health and fitness – see page 3)?
- all of the outcomes together?

How are you going to carry out the evaluation?

Once you have decided what you are going to evaluate, you need to plan how to go about the evaluation. For example, if you wanted to evaluate outcome 3 (healthy, active lifestyle), you might:

- watch pupils taking part in activities (in lessons, at break time, before and after school)
- examine registers of participation
- look at pupil activity logs
- talk with pupils
- analyse 'smart card' choices at lunchtime
- talk with parents at a parents' evening about activity levels and healthy eating at home.

→ Deciding how to evaluate

Talk with colleagues about the best way to go about evaluating your pupils against the high quality outcomes. You could also ask other schools how they go about the process. You need to think about:

- what you are going to evaluate (one outcome? groups of outcomes? all of the outcomes?)
- how to carry out the evaluation
- who to involve in the evaluation (staff? pupils? parents?)
- when the evaluation should take place
- how often you should repeat the process.

Who is going to be involved in the evaluation?

Your discussions with colleagues should focus on which pupils to involve in the evaluation. Sampling among classes or cohorts, and among the outcomes, is easier than attempting to evaluate every pupil against all of the outcomes.

For example, you could work with teachers and pupils to identify one pupil who matches up well to the outcomes and one who seldom meets any of them. You could then use these two pupils as a point of comparison for others. Are there more pupils like the first or second pupil in each class and across your school?



If you use sampling, a few teachers could work with pupils to evaluate their classes against the outcomes, then share and moderate their evaluations at a staff or departmental meeting. It is important that the self-evaluation does not add significantly to teachers' workload. Talk with colleagues about what is both feasible and desirable. Can you use existing approaches to evaluation that are already part of routine?

You may also decide to involve parents and carers in your evaluation (particularly if, as with outcome 3, some of its success can be attributed to them).

When will you carry out the evaluation?

The nature and scale of your self-evaluation will determine how long it takes. Looking for high quality outcomes and using a variety of methods to collate the evidence could be spread over a week. Making final judgements and sharing these among colleagues could be completed in one staff meeting.

Staff might prefer to set aside one whole month to concentrate on looking at and listening to pupils to see how well they meet the outcomes, before coming together to share their findings. Alternatively, you could set aside two or three shorter periods of time in a school year to monitor progress towards achieving the outcomes, culminating in a meeting towards the end of the school year.

How often should you repeat the process?

The results of your self-evaluation will paint a picture of the extent to which your pupils are achieving high quality outcomes in PESS. If there are areas of concern, you may decide to take action to bring about improvement in one or more of the outcomes. Where this is the case, it is helpful to monitor the progress that you are making over a period of time, perhaps a year. Those involved in the monitoring exercise could report back regularly in staff meetings.

Although you may not need to repeat a full evaluation with new collections of evidence annually, you will have a much clearer overview of where you are in terms of high quality if you build in regular opportunities to review your school's progress.

Evaluating how well your pupils match up to the outcomes

How are you going to communicate your findings?

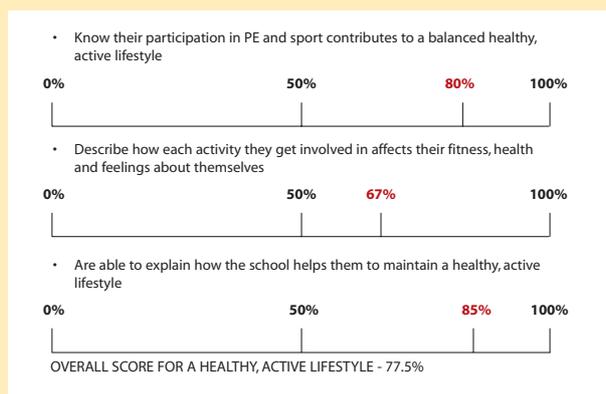
Once you have decided how to carry out your evaluation, you need to identify the best way to portray the information that you collect. Depending on the exact focus of your evaluation, you will want to show as clearly as possible:

- the strengths and weaknesses of different groups of pupils
- how well your pupils are matching up to individual outcomes or groups of outcomes.

The following pages show examples of different approaches that schools are already using.

A sliding scale

During a two-hour meeting, staff in the PE department at a specialist sports college worked in pairs to evaluate their pupils against two or three of the high quality outcomes. They were asked to mark on a scale of 0 to 100 per cent where they thought their pupils were in relation to each characteristic of an outcome. Their judgements for each characteristic were then totalled and averaged to reach an overall score for the outcome.



The information shown here relates to pupils' understanding of the part that PE and sport play in a healthy, active lifestyle (outcome 3). It shows that pupils' understanding in this area is very good overall, but highlights a relative weakness in their ability to describe how different activities affect their fitness, health and feelings about themselves.

A traffic light listing

This listing was produced after teachers spent time in a staff meeting looking at the degree to which pupils in the school matched up to each characteristic of the 10 outcomes. Having come to a collective view, they used a traffic light system to highlight their findings as follows:

- green means that most pupils demonstrate this characteristic of the outcome
- amber means that about half of the pupils demonstrate this characteristic of the outcome
- red means that only a few pupils demonstrate this characteristic of the outcome.

1 Pupils are committed to PE and sport and make them a central part of their lives - both in and out of school.

They:

- seldom miss PE lessons or opportunities to take part in school sport
- bring kit and want to take part in some way even if they are ill or injured
- get changed and ready for PE lessons on time
- are available for school matches, festivals and performances
- take responsibility for not letting down others in the school
- encourage others to get involved
- help adults to organise and manage lessons and sports activities.

The listing above shows how well pupils demonstrate the characteristics of commitment to PESS (outcome 1). It suggests that pupils' commitment is generally good and that this is not an issue in the school (green). However, it also indicates that some of the characteristics of deeper degrees of commitment are not as strongly evident as the school might wish (amber and red).

A number chart

This chart (a working document) shows the findings of a discussion at an infant school, where teachers evaluated pupils from each year against the high quality outcomes. Evaluations at the school are done using an ability context in a particular area of the curriculum. In this case, the pupils were grouped by physical ability – low (LA), middle (MA) and high (HA).

The chart shows that the degree to which pupils demonstrate the outcomes improves as they pass through the school. There are some interesting comparisons between individual outcomes – for example, is there a close correlation between pupils' skilfulness and confidence?

A range questionnaire

Staff at a sports college used this questionnaire in a departmental meeting to help them evaluate pupils against the characteristics of the high quality outcome for commitment. In particular, it was designed to challenge teachers to consider what proportion of their pupils demonstrated extremely high and low levels of commitment.

The results indicate that pupils are largely committed to PESS. The weighting of responses to the left shows that there are more pupils who are really committed to PESS than not. However, staff recognise that there is work to do with pupils in some areas.

Really true	Sort of true	COMMITMENT				Sort of true	Really true
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Some pupils seldom miss PE lessons or school sport opportunities	BUT	Other pupils often miss PE lessons or school sport opportunities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Some pupils bring PE kit and want to take part even when injured	BUT	Other pupils forget their PE kit and are reluctant to take part when injured	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Some pupils help adults to organise and manage lessons/sports activities	BUT	Other pupils seldom help adults to organise and manage lessons/sports activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Some pupils are always changed and ready for PE lessons on time	BUT	Other pupils are never changed and ready for PE lessons on time	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Some pupils are always available for school matches, festivals and performances	BUT	Other pupils are never available for school matches, festivals and performances	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Some pupils take responsibility for not letting others in the school down	BUT	Other pupils are reluctant to take responsibility for not letting others in the school down	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Some pupils often encourage others to participate in PE/sport activities	BUT	Other pupils never encourage others to participate in PE/sport activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

LEVEL	Commitment			Understanding			Health and active lifestyle			Confidence			Skills			Competition/creativity			Thinking and decision making			Desire to improve			Stamina			Enjoyment		
	LA	MA	HA	LA	MA	HA	LA	MA	HA	LA	MA	HA	LA	MA	HA	LA	MA	HA	LA	MA	HA	LA	MA	HA	LA	MA	HA	LA	MA	HA
FS/N	1.5	6.0	7.0	1.0	4.0	5.0	1.0			1.0	6.0	7.0	1.0	3.0	5.5	1.0	2.0	8.0	1.5	1.5	2.5	1.0	1.0	2.0	1.0	4.0	6.0	6.0	7.0	7.0
FS/N	1.0	5.0	8.0	3.0	5.0	7.5	0.5	1.5	4.5	6.0	7.0	9.0	2.0	5.0	7.0	1.0	7.0	8.0	1.0	3.0	9.0	3.5	6.0	6.0	4.0	5.0	7.0	2.0	7.0	8.0
R	2.0	7.0	8.0	2.0	7.5	7.5	3.0	4.0	4.5	6.5	7.0	9.0	4.5	6.5	1.0	6.0	7.5	1.5	5.0	9.0	6.0	7.5	7.5	5.5	6.0	6.0	3.0	7.5	8.0	
R	4.5	5.0	7.0	4.0	5.0	6.0	2.0	5.0	6.5	3.5	5.0	7.0	5.0	5.0	6.5	7.0	8.0	1.0	2.0	5.0	2.0	5.5	5.5	2.0	3.0	3.0	5.0	8.5	8.5	
YR1	7.0	8.0	8.0	4.0	5.0	7.0	4.5	5.0	6.5	8.0	8.0	8.0	2.0	4.5	6.5	3.0	3.0	3.0	3.0	5.5	6.0	4.5	5.0	6.0	3.0	4.0	6.0	8.0	8.0	
YR1	7.0	7.5	8.0	6.0	7.5	8.5	5.0	9.0	10.0	5.0	7.0	9.0	5.0	6.0	9.0	7.0	8.0	5.5	6.0	8.0	9.0	9.0	9.0	9.0	4.0	4.5	6.0	9.0	9.0	
YR2	10.0	10.0	10.0	10.0	10.0	10.0	5.0	9.5	9.5	5.0	9.5	9.5	5.0	7.0	9.0	2.0	3.0	5.0	4.0	5.0	7.0	5.0	7.0	9.0	3.0	5.0	6.5	9.5	9.5	
YR2	10.0	10.0	10.0	10.0	10.0	10.0	5.0	7.0	9.0	5.0	7.0	9.0	3.0	6.0	9.5	3.0	3.0	9.0	2.0	7.0	8.0	6.0	7.0	9.0	5.0	9.0	9.5	10.0	10.0	

Evaluating how well your pupils match up to the outcomes

How are you going to communicate your findings?

A traffic light grid

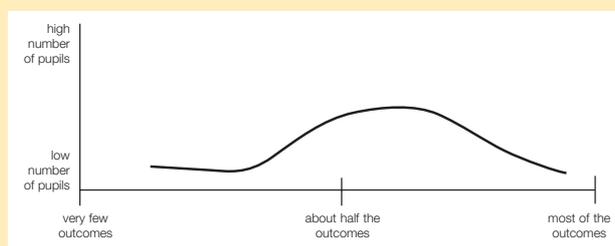
This grid communicates the findings of an evaluation in which teachers considered the degree to which pupils in different year groups met the characteristics of each of the 10 pupil outcomes. The section of the grid shown here relates to the healthy, active lifestyle outcome (outcome 3). It uses the traffic light system described on page 10.

It shows that pupils have a varied understanding of the importance of PE and sport as part of a healthy, active lifestyle. Pupils in years 9, 10 and 11 demonstrate some of the characteristics well, while those in years 7 and 8 demonstrate few of the characteristics. Overall, most of the pupils demonstrate the characteristics reasonably well, but there is significant room for improvement.

	Boys (PY)					Boys (DL)					Girls (JH)					Girls (AS)				
A healthy, active lifestyle	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11
Young people understand that PE and sport are an important part of a healthy, active lifestyle																				
Pupils:																				
• know their participation in PE and sport contributes to a balanced healthy, active lifestyle	Yellow	Yellow	Yellow	Green	Green	Yellow	Yellow	Green	Green	Green	Yellow	Yellow	Yellow	Green	Green	Yellow	Yellow	Green	Green	Green
• describe how each activity they get involved in affects their fitness, health and feelings about themselves	Yellow	Yellow	Red	Green	Green	Red	Yellow	Yellow	Yellow	Yellow	Red	Red	Red	Red	Green	Red	Red	Red	Yellow	Yellow
• are able to explain how the school helps them to maintain a healthy, active lifestyle.	Red	Red	Red	Yellow	Yellow	Red	Yellow	Yellow	Yellow	Yellow	Red	Red	Red	Yellow	Yellow	Yellow	Yellow	Green	Green	Green

A range distribution graph

This graph was produced as the result of a professional debate in a staff meeting in which teachers considered the degree to which their pupils were demonstrating the high quality outcomes. The school decided to consider all of the outcomes together and to look at pupils as a whole.



The graph shows that there is a range in the degree to which pupils at the school demonstrate the high quality outcomes. While it is encouraging that the majority of pupils demonstrate most of the outcomes, there is a significant proportion that only demonstrates a few of the outcomes. At the other end of the scale, only a few pupils demonstrate most of the outcomes consistently.



Communicating your findings

Would any of these methods of communicating the findings of self-evaluation suit your particular needs as a school? Are any particularly appropriate for the type of evaluation that you have decided to carry out? For example, if you are going to ask teachers to evaluate pupils against the high quality outcomes in a staff meeting, you could consider asking them to complete a traffic light listing or a sliding scale. If you are going to carry out research across the whole school and then present your findings, you may be better to produce a range distribution graph.

Alternatively, you could design your own approach to communicating your findings. Could you adapt any of those shown here?

Identifying priorities for improving the quality of PESS

Once you have worked through pages 3 to 12 of this guide, you will know what high quality PESS looks like and have a clear picture of the situation in your own school. Why is the picture as it is? Careful analysis of the results of your self-evaluation will help you to answer this question. The challenge then is to use this information to help you improve the quality of your PESS provision and, as a result, increase the number of pupils showing characteristics of the high quality outcomes.

It is unlikely that you will achieve high quality PESS for all of your pupils overnight. In order to make progress, you will need to identify your priorities for change and break down what you are going to try to achieve into manageable steps. Even if your evaluation has shown that your pupils are matching up well to the high quality outcomes, you will still be able to identify areas where they could do better. There is always room for improvement and complacency can lead to the quality of outcomes declining over time. In addition, if staff show that they want to improve, they are more likely to inspire the desire to improve in their pupils (outcome 8).

Analysing your findings to identify priorities

The results of your evaluation using the high quality pupil outcomes should form the basis for deciding your priorities for change.

Your priorities may relate to specific groups of pupils. For example, you may decide to concentrate your efforts on:

- increasing the proportion of pupils who consistently meet most of the outcomes well
- reducing the proportion of pupils who demonstrate only a few of the outcomes.

You may decide to focus on a specific group of outcomes or just one outcome, for example:

- improving pupils' attitudes to PESS (their commitment, confidence, desire to improve and enjoyment)
- increasing the consistency with which some pupils demonstrate that they have the skills and control that they need to take part in PESS.

There is no right or wrong order to tackle different areas for improvement. What you identify as your priority will depend on the particular needs that you have found evidence of through your self-evaluation. You may find that tackling one area as a priority will automatically bring about improvements in another. For example, increasing the number of pupils who

are demonstrating all of the outcomes of high quality PESS is likely to mean that the number of pupils demonstrating fewer than half of the high quality outcomes will diminish.



What do you want to improve?

In a staff or departmental meeting, take a closer look at the evaluation findings shown on pages 10 to 12. For each example, identify what you think the school should focus on improving.

For example, the school that produced the range distribution graph on page 12 noticed that although most of its pupils were demonstrating more than half of the high quality outcomes, there was still a significant proportion demonstrating few of them. As a result, it decided to focus at first on helping the pupils on the left of the scale to demonstrate more of the high quality outcomes.

If you have already evaluated your pupils against the high quality outcomes, what do your own findings show? What are your own priorities for improvement? What strategies or approaches could you use to bring about improvement? (Read on for ideas.)



Taking action to bring about improvement

Once you have identified your priorities for improving PESS in your school, you will need to decide how to bring about that improvement. The actions you take should be underpinned by an understanding of what helps pupils to learn, be more motivated, make good decisions and achieve.

You also need to spend time thinking about the relationship between what you are currently providing and the achievements, attitudes and behaviours you have seen in your pupils. Why are your pupils demonstrating the outcomes you see?

Relating pupil outcomes to what you do

The quality of PESS provision has a significant impact on the quality of the outcomes that pupils demonstrate. The booklet *High quality PE and sport for young people* states that:

High quality leadership and management:

- create the vision
- make the vision reality.

High quality teaching and coaching:

- inspire young people to learn and achieve
- help young people to learn and achieve.

This should be your starting point when deciding how to bring about improvement. The quality of what you do as leaders, teachers and coaches will have a direct effect on the quality of your pupils' outcomes.



For example, if your self-evaluation indicates that your pupils have a low level of understanding about what they are trying to achieve and how to go about doing it (outcome 2), you need to consider:

- Have we been clear in teaching pupils the differences between how they have to think for each area of activity in the national curriculum for PE?
- Does our curriculum give pupils appropriate opportunities to use the principles of composition, choreography, games strategy, athletic tactics and problem solving? Does it challenge them to think about the appropriateness of the choices they make?
- Do we share with pupils the criteria for success in their learning?

If, on the other hand, you group the pupil outcomes into the categories described on page 3 and your self-evaluation shows that pupils' attitudes to PE and sport are generally poor, you need to consider:

- Do we help pupils to see the relevance of our PE curriculum?
- Do we give pupils opportunities to build on what they have already learnt in PE?
- Do we share with pupils what they are supposed to be achieving in PE?
- Do the activities that we offer after school meet the interests of all of our pupils?
- Is the style of teaching we use appropriate for all of our pupils?
- Do we give pupils relevant learning activities and authentic contexts that interest, excite and motivate them?

Questioning the quality of your PESS provision in this way will help you to identify the best ways to bring about improvement in the quality of the outcomes that your pupils demonstrate.

You may find it helpful to use the sections on leadership, management, teaching and coaching in *High quality PE and sport for young people* (pages 14 to 17) to stimulate discussion with colleagues. In addition, the 'steps to success' section of the QCA PESS website (www.qca.org.uk/pess) provides detailed guidance on how your school can improve the quality of its PESS provision.

Deciding what action to take

Having thought in general terms about how the quality of your PESS provision is affecting the quality of your pupil outcomes, you need to decide specific actions to take to bring about improvement.

For example, if your priority is to reduce the proportion of pupils demonstrating very few of the high quality outcomes, you might decide to:

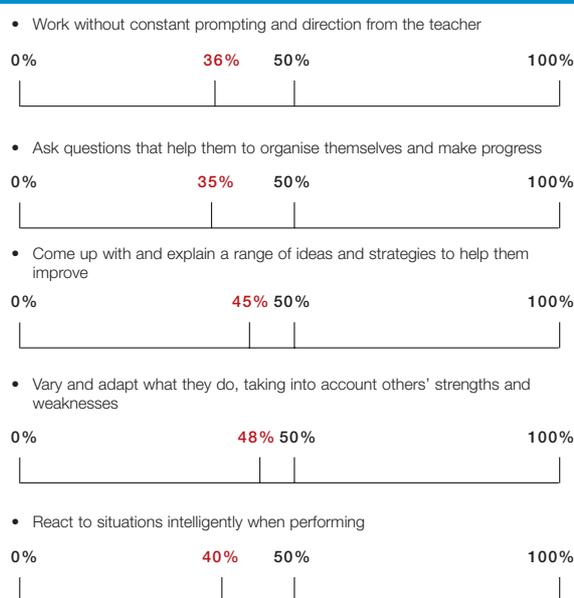
- talk with these pupils about what they like and dislike about PESS
- listen to what they say and note their comments
- provide specific activities to meet their needs
- celebrate their achievements
- give them roles and responsibilities for school sport activities.

If your priorities for improvement relate to just one outcome or a small group of pupils, the actions you decide to take are likely to be more specific. For example, the sports college that produced the sliding scale for healthy, active lifestyles shown on page 10 decided to:

- continue to build into lessons how PE and sport can contribute to a balanced and healthy lifestyle
- place extra emphasis on how each activity affects pupils' fitness, health and feelings about themselves
- promote the part that the school can play in maintaining a healthy, active lifestyle in lessons, extra-curricular time and through newsletters and noticeboards.

➔ What actions would you take?

Although the sports college had achieved good outcomes for healthy, active lifestyles (as seen on page 10), in its drive to raise standards it recognised that there was room for improvement in pupils' thinking and decision-making skills. It evaluated these as follows:



If these were your school's findings, do you think that improving pupils' thinking and decision-making skills would be a priority? What actions could the school take to achieve this?

If you have already identified your own priorities for improvement, work with colleagues to decide what actions you need to take to make a difference to your pupils. Remember to focus on what helps pupils to learn, be more motivated, make good decisions and achieve. You will find helpful guidance and ideas from other schools at www.qca.org.uk/pess.



Checking whether you are making a difference

Self-evaluation is an ongoing process that has both formal and informal elements and activities. You will find that it is most effective when all involved understand the goals that you are working towards and continually check how well these goals are being achieved.

Keeping up to date informally

In schools that make the best progress, teachers and coaches constantly talk about the changes and improvements they see in their pupils, for example at lesson changeover points, and at coffee and lunch breaks. There is often an air of celebration when teachers share their pleasure at pupils' progress towards achieving higher quality PESS outcomes. There is also a feeling of support when teachers help each other to find solutions to challenges posed by particular individuals or groups of pupils.

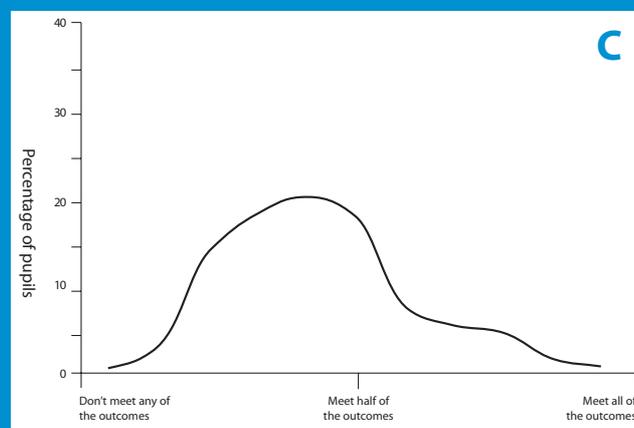
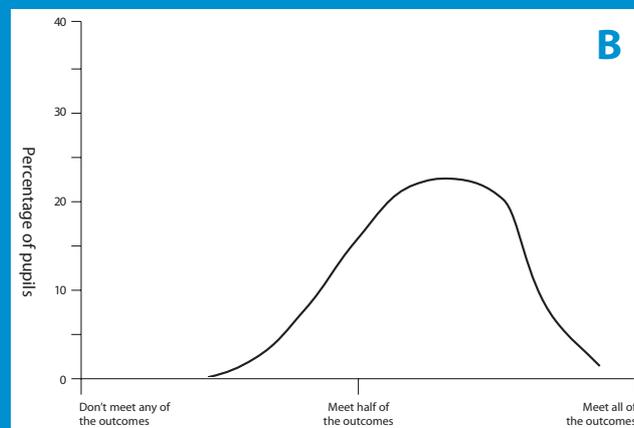
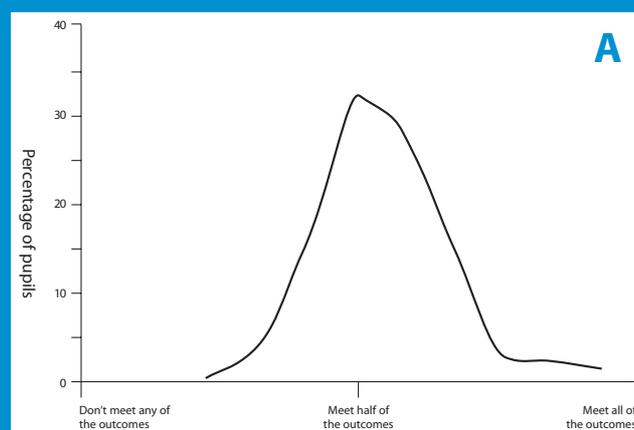
Formal checks on progress

Formal systems and processes for monitoring progress are most effective when they back up informal ones. Formal checks need to be carried out frequently enough to ensure that teachers, coaches and pupils are aware of the importance of the goals to be achieved, but not so frequently that changes cannot be seen clearly. In order to be valid and secure, the same basic framework should be used for these checks, so that real comparisons can be made over time.

The most effective formal systems focus on what pupils are achieving rather than on what teachers, coaches and pupils are doing. The most important questions to ask are:

- Have we seen any change in what pupils are achieving?
- How much improvement have we seen in pupils' achievements? Behaviours? Attitudes?
- Are these improvements in line with our expectations?
- Are we happy that pupils are achieving as well as we would like?
- Could our pupils show still more characteristics of high quality PESS?

→ Progress towards high quality



The graphs on the left show the findings of a school's self-evaluation against the high quality outcomes for PESS in three successive years. In a staff or departmental meeting, consider the following questions:

- If the school was trying to improve the quality of PESS during the three-year period covered by the graphs, which graph do you think was produced in the first year? Which reflects the findings in the second year? Which was the final graph?
- What do you think the school identified as its priorities for improvement as a result of its first set of evaluation findings?

Discuss with colleagues at what point you think this school achieved high quality PESS.

In the first year (graph C), there is not high quality PESS for the purposes of giving account to PESSCL. Although there are some pupils who are meeting many of the outcomes, a significant proportion is meeting less than half. Graph A shows a borderline acceptable level of high quality. While a large proportion of pupils is demonstrating over half of the outcomes, the proportion consistently meeting most of the outcomes is still too low. In the final year (graph B), the proportion of pupils consistently demonstrating most of the outcomes has moved closer to the Government's target for high quality PESS. A distribution curve like this would indicate that the school's outcomes of PESS are high quality (as long as the findings were based on a rigorous process of evaluation).

Theory into practice

Having worked through the five stages outlined in this guide, you should have a clearer idea about:

- what high quality PESS outcomes look like
- how well your pupils match up to the high quality outcomes
- your priorities for improving the quality of PESS in your school
- the action you need to take to bring about improvement
- how to check whether you are making a difference to your pupils' outcomes for PESS.

As a result, you should be more able to direct your energies towards doing things that will make the greatest difference to the pupils you work with.

It is important to remember that the process described in this guide is not a one-off exercise – continue to self-evaluate, and you can be confident that you will bring about real improvements in the quality of PESS in your school. In the long term this will not only improve your school, but will also make a valuable contribution to achieving the national targets for pupil involvement in high quality PESS.

Thank you for your commitment to achieving high quality PESS.



Further information

The following publications and websites provide information that can help you self-evaluate and improve the quality of PE and school sport.

DfES publications

The following publications can be ordered through DfES Publications, PO Box 5050, Sherwood Park, Annesley, Nottinghamshire NG15 0DJ.

Tel: 0845 60 222 60

Fax: 0845 60 333 60

E-mail: dfes@prolog.uk.com

Learning through PE and sport: An update on the national PE, School Sport and Club Links strategy
(document reference: LTPES2)

High quality PE and sport for young people: A guide to recognising and achieving high quality PE and sport in schools
(document reference: PE/HQ)

Swimming Charter
(document reference: PE/SC)

Websites

The following websites include information about the PE, school sport and club links (PESSCL) strategy.

Department for Education and Skills

www.dfes.gov.uk

www.teachernet.gov.uk/pe

Department for Culture, Media and Sport

www.culture.gov.uk/sport

Qualifications and Curriculum Authority

www.qca.org.uk/pess

Office for Standards in Education

www.ofsted.gov.uk

Sport England

www.sportengland.org

Youth Sport Trust

www.youthsporttrust.org

British Association of Advisers and Lecturers in Physical Education

www.baalpe.org

Physical Education Association of the United Kingdom

www.pea.uk.com

Millennium Volunteers

www.millenniumvolunteers.gov.uk

The national talent framework for sport

www.talentladder.org.uk



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More information on the national strategy for PE, school sport and club links is available from:

www.teachernet.gov.uk/pe

Copies of this publication can be obtained from:

DfES Publications

PO Box 5050

Sherwood Park

Annesley

Nottinghamshire

NG15 0DJ

Tel: 0845 60 222 60

Fax: 0845 60 333 60

E-mail: dfes@prolog.uk.com

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