

**The New Inspection Framework in the context of PE, sport and physical activity**

A Guide and Curriculum Audit using Ofsted’s Curriculum Quality Indicators and the New Inspection Framework

**Key points**

* There'll be a greater emphasis on conversations with curriculum leaders than previously
* Conversations with pupils to "gauge their understanding and participation in learning", as well as their "perceptions of the typical quality of education at their school"
* Schools must offer a wide range of extra-curricular opportunities that enhance pupils' cultural development, particularly those from disadvantaged backgrounds.
* It aims to lessen the reliance on exam results as a measure of school quality by taking into account a school's broader curriculum offering.
* Be prepared to discuss your curriculum with inspectors using the 3 focal points (intent, implementation and impact)
* Show that careful thought has gone into your curriculum, and that it's applied and talked about consistently across the school

As part of their curriculum research, Ofsted inspectors used the following indicators to assess the quality of a school’s curriculum. Although these indicators do not form part of the new inspection process, they are a useful starting point for thinking about your own curriculum and identifying areas for improvement.

Go through each indicator and grade it according to the criteria below:

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| **1** | **2** | **3** | **4** | **5** |
| This aspect of curriculum underpins/is central to the school’s work/embedded practice/may include examples of exceptional curriculum | This aspect of curriculum is embedded with minor points for development (leaders are taking action to remedy minor shortfalls) | Coverage is sufficient but there are some weaknesses overall in a number of examples  (identified by leaders but not yet remedying) | Major weaknesses evident in terms of either leadership, coverage or progression (leaders have not identified or started to remedy weaknesses) | This aspect is absent in curriculum design |

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| **Quality of Education- Intent** | | | | |
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| **Sub-section** | | **PE, sport, physical activity actions** | | **Questions for improvement** |
| Curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment | | The PE curriculum should be well planned and sequenced across the school. Extracurricular opportunities are considered part of the school curriculum. | | * Is it progressive? * Is it tailored to the needs of pupils? * Is it sport, skill or theme based? |
| **Intent Audit Indicator** | | | **Score 1-5** | **Actions/notes:** |
| There is a clear and coherent rationale for my curriculum design | | |  |  |
| Rationale and aims of the curriculum design are shared across the school and fully understood by all | | |  |  |
| As the subject lead, I understand the important concepts related to curriculum design, such as knowledge, progression and sequencing of concepts | | |  |  |
| Curriculum coverage allows all pupils to access the content and make progress through the curriculum | | |  |  |
| The curriculum is at least as ambitious as the standards set by the national curriculum | | |  |  |
| Curriculum principles include the requirements of centrally prescribed aims | | |  |  |
| Reading is prioritised to allow pupils to access the full curriculum offer | | |  |  |
| Mathematical fluency and confidence in numeracy are regarded as preconditions of success across the national curriculum | | |  |  |
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| **Notes:** | | | | |
| **Quality of Education- Implementation** | | | | |
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| **Sub-section** | **PE, sport, physical activity actions** | | | **Questions for improvement** |
| Teachers have good knowledge of the subject(s) they teach | Teachers or staff teaching PE should have a depth of understanding that allows pupils to make progress in the subject. | | | * Do teaching staff know the next progression of the activity they are teaching? * Do they know how to adapt it for those making more than/ less than expected levels of progress? |
| Leaders provide effective support for those teaching outside their main areas of expertise | Teachers who are not confident in any area of the PE curriculum should be supported to improve their practise. | | | * Have staff been audited on confidence of specific areas of the curriculum? * Has suitable training for ALL staff (not just the subject leader) been appropriate? * How is the impact of training been judged? |
| They check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. | Assessment for learning should inform teaching in all PE lessons. Schemes of work or lesson plans should be adapted throughout lessons to ensure that lessons are challenging and accessible for all. | | | * What questioning takes place in lessons? * How are lessons adapted based on the responses? * Is this recorded anywhere? |
| Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners | Assessment should be in place in PE however it shouldn’t be a burden and must serve a purpose. Progress should include physical as well as cognitive, social and health outcomes. | | | * How is progress monitored over the course of a unit of work? * What do you want pupils to achieve by the end of the unit and how is this recorded? * What is the purpose of the assessment? * Does it inform teaching or learning? |
| **Implementation Audit Indicator** | | | **Score 1-5** | **Actions/notes:** |
| As the Subject leader I have clear roles and responsibilities to carry out my role in curriculum design and delivery | | |  |  |
| I have sufficient subject knowledge, expertise and practical skill to design and implement the PE curriculum | | |  |  |
| Leaders at all levels, including governors, regularly review and quality assure PE to ensure that it is implemented sufficiently well | | |  |  |
| Leaders ensure that ongoing professional development/training is available for staff to ensure that the curriculum requirements for PE can be met | | |  |  |
| Leaders enable curriculum expertise to develop across the school | | |  |  |
| Curriculum resources selected serve the school’s curricular intentions and the course of study and enable effective curriculum implementation | | |  |  |
| The way the curriculum is planned meets pupils' learning needs | | |  |  |
| Curriculum delivery is equitable for all groups and appropriate | | |  |  |
| Leaders ensure that interventions are appropriately delivered to enhance pupils’ capacity to access the full curriculum | | |  |  |
| The curriculum has sufficient depth and coverage of knowledge in the subjects | | |  |  |
| Curriculum mapping ensures sufficient coverage across the subject over time | | |  |  |
| Assessment is designed thoughtfully to shape future learning (it is not excessive or onerous) | | |  |  |
| Assessments are reliable. A system is in place to check the reliability of assessments in PE which is fully understood by all staff | | |  |  |
| There is no mismatch between the planned and the delivered curriculum | | |  |  |
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| Notes: | | |  |  |
| **Quality of Education- Impact** | | | | |
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| **Impact Audit Indicator** | | | **Score 1-5** | **Actions/notes:** |
| The curriculum is successfully implemented to ensure pupils’ progression in knowledge. Pupils successfully ‘learn the curriculum’ | | |  |  |
| The curriculum provides parity for all groups of pupils | | |  |  |
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| **Notes/Actions:** | | | | |
| **Behaviour and attitudes** | | | | |
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| **Sub-section** | | **PE, sport, physical activity actions** | | **Questions for improvement** |
| [Learners are ] resilient to setbacks  and take pride in their achievements | | Resilience is a key component in PE and sport. Pupils must learn how to deal with setbacks which can be very explicitly referenced in PE; such as not being able to bounce a ball on a racket or not winning a race or game. Interventions such as The Daily Mile will clearly demonstrate improvement over time and achieving a ‘personal best’. | | * Is being resilient referenced explicitly in PE? * What learning outcomes are used? * Where are the opportunities to teach resilience in PE? |
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| **Notes/Actions:** | | | | |

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| **Personal Development** | | |
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| **Sub-section** | **PE, sport, physical activity actions** | **Questions for improvement** |
| the curriculum extends beyond the  academic, technical or vocational  and provides for learners’ broader  development, enabling them to  develop and discover their interests  and talents | Extra-curricular activities should provide pupils with a wide range of sporting experience to try. These shouldn’t always focus on developing a team for a competition but can be run at lunch times with the intention of proving something which will appeal to all pupils including the least active. If space is a problem, classrooms can lend themselves to smaller activities such as yoga, Pilates or dance activities. | * Is the extra-curricular offer inclusive? * Does it appeal to all pupils including girls and those with SEND? * Is space (or lack of it) effectively used? |
| the curriculum and the provider’s  wider work support learners to  develop their character – including  their resilience, confidence and  independence – and help them know  how to keep physically and mentally  healthy | Alongside PSHE, PE should make learning about physical and mental health explicit. Explaining how physical activity can improve health can form part of a plenary in a PE lesson or justification for physical activity interventions. There is also evidence that shows being physically active improves concentration and retention of information which should be made clear to pupils in terms of self-regulated learning and forming a long term relationship with physical activity. | * What links are made between physical activity and physical/ mental in PE and PSHE lessons? * How are pupils encouraged to lead active lifestyles to improve their mental health? * What opportunities/ connections are facilitated by the school to enable pupils to be more physically active? |
| the provider prepares learners for  life in modern Britain by: equipping  them to be responsible, respectful,  active citizens who contribute  positively to society; | Respect, responsibility and citizenship can be taught through the PE curriculum. Team games can be used as a teaching tool to demonstrate respect for the opposition and sports leadership can teach pupils valuable lessons about working in the community and giving their time for free. | * Are there opportunities for pupils to volunteer as sports leaders? * Do PE lessons discuss respect and responsibility? * How are these demonstrated? * Is respect for the opposition written into a policy for sports competitions? |

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| **Notes/Actions:** |