

PE Deep Dive – Quality of Education

School Context

Pupil Roll		Who delivers PE?	
Number of Staff teaching PE		How is PE taught?	
Number of NQTs			

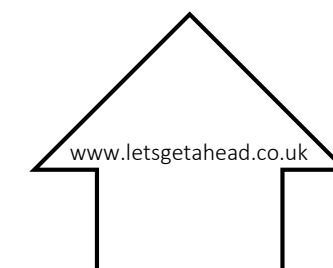
Intent

- *leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life*
- *the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment*
- *the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs*
- *learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary*

Question	Response	Triangulated
1. Describe your aims and approach to the PE Curriculum		
2. What are the most important factors that shaped your thinking?		
3. What makes your PE curriculum different?		
4. How well is your curriculum implemented? How do you know?		
5. How do you make sure the key areas are taught in the most effective order by each teacher? What is the progression of skills like in PE?		



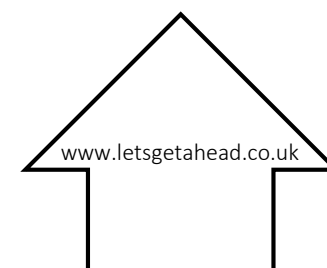
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6. Students are with you for upto 6 years. What should a student look like at the end of their time with you?		
7. What CPD has been in place for your staff in the last two years? How do you identify this?		
8. How well do staff understand and ensure effective assessment is taking place?		
9. How do you know if pupils have made progress in PE?		
10. What are your school's strengths in PE? Why? How do you know?		
11. What links does PE have to other subjects?		
12. Have there been any whole school projects that have been PE based linking to other subjects		
13. How does PE bring your community together? What events are held over the year? What club links do you have?		



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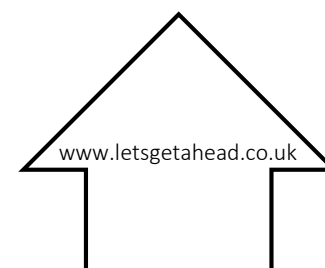
Implementation

- *teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise*
- *teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches*
- *over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts*
- *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*
- *teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment*



Questions to PE Lead/teacher	Response	Triangulated
1. What would you expect to see in a PE lesson?		
2. Where is this lesson going? What is the endpoint? Where does it fit into the sequence?		
3. Why did you teach this particular lesson? Why did you choose this work for pupils to do?		
4. How has the class reached this point in their learning? Can you tell me what has already been taught?		
5. What will the children be taught next? What will they be taught next year?		
Information	Observation	
Teacher Year Group Focus	WWW: EBI:	

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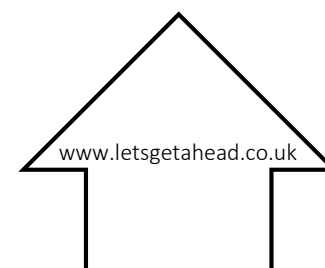
Impact

- *learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained*
- *learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.*

Questions to learners	Response	Triangulated
Do you enjoy the subject; why?		
What did you learn; and do you know how to improve		
How does what you've learned today build on what you already know? Do you repeat previous learning? Do you know why?		
Have you attended any trips? Or does PE get taught in any other lessons?		
How well do pupils behave in your lessons? How often is your learning disrupted?		



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Personal Development

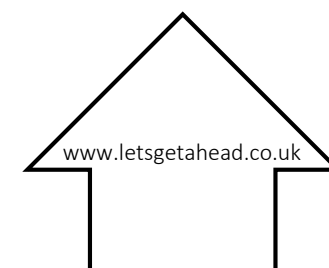
Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

- *the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents*
- *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*
- *at each stage of education, the provider prepares learners for future success in their next steps*
- *the provider prepares learners for life in modern Britain by:*
 - *equipping them to be responsible, respectful, active citizens who contribute positively to society*
 - *developing their understanding of fundamental British values*
 - *developing their understanding and appreciation of diversity*
 - *celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.*



Possible Questions	Response	Triangulated
1. How does the school use PE and Physical activity as a tool for change? (narrowing the gap, behaviour, attendance, attainment, emotional wellbeing)		
2. What other opportunities extend your PE curriculum?		
3. How do you track pupils' interests and talents?		
4. How do you measure character?		
5. How are pupils encouraged to develop leadership, coaching and officiating skills?		
6. How does your PE curriculum and wider offer support a young person's resilience/confidence/independence?		
7.		
8.		

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