**Achieving High Quality PE Provision** *– identified features*

High-quality PE is an entitlement for ***all*** pupils, regardless of their starting points or prior experiences of sport and physical activity. The national curriculum for PE aims to inspire ***all*** pupils to succeed and excel in a broad range of physical activities and that they are physically active for sustained periods of time. This may encourage them to engage in competitive sports and activities, and to lead healthy, active lives.

This could be shortened to – ‘***Inspires All to Succeed & Excel and Lead Healthy Active Lives’***

To meet these aims, Ofsted conducted a Review of physical education provision. The Review highlights the importance of building firm foundations in fundamental motor skills (FMS), as well as providing pupils with high quality instruction, practise and feedback. With the continuation of the primary PE and sport premium for 2022/2023 this review and its information is a real declaration that primary schools must ensure a real and lasting legacy from the £2.2bn investment to date. Schools should invest in ensuring that their provision for PE is both high-quality and sustainable.

A strong PE curriculum should clearly state what it means to get better at PE. Pupils should learn increasingly intelligent movement and important knowledge that can reduce barriers to participation and inform their own healthy, active lifestyle choices. While Ofsted recognises that there is no single way of achieving high-quality PE, their review finds that high-quality provision may have the following features:

* Teachers know that PE includes clearly defined knowledge that can usefully be categorised as either ***declarative*1** or ***procedural***.
* Leaders and teachers have thought carefully about what it is to ***know more*** and ***do more*** in PE. This understanding is informed by the national curriculum’s aims, and component knowledge (content) has been identified to develop pupils’ **competence**.
* A strong foundation is built on **fundamental movement skills** (FMS), starting in the early years and developed through transitional activities into more complex movements and specialised sport and physical activity.
* Teachers make sure that pupils’ movement is not only ***efficient and effective*** but ***intelligent*** and ***context-related***. They ensure pupils have **knowledge of rules, strategies and tactics** in order to guide successful movement
* Leaders and teachers select physical activities and sports based on their capacity to develop pupils’ ***competence in PE***. They identify key concepts to teach and build pupils’ understanding incrementally.
* The PE curriculum meets the needs of ***all*** pupils, including those with special education needs and/or disabilities (SEND). All pupils feel included and able to succeed within the subject.
* Pupils are supported to ***know more and do more***. **All** pupils benefit from ***high-quality instruction, practise, and feedback.***
* Assessment approaches should identify the ***knowledge*** pupils have and have not acquired.
* Teachers of PE have ***high levels of subject*** and ***pedagogical knowledge***.

When considering the last bullet point – have you conducted a simple staff PE skills audit? Have you monitored lessons and evaluated the quality of teaching and learning? These are simple areas where VisionED can provide help, guidance and support. Staff continued professional development (CPD) and creating that culture of professional conversation and improvement are key. We have the tools and support to help you establish your baseline and plot an ambitious yet achievable action plan to bring about, if required, systemic change.

Her Majesty’s Chief Inspector, Amanda Spielman said:

*‘For many pupils, those two hours of school PE each week are their only structured physical activity. An* ***ambitious PE curriculum*** *levels the playing field by giving* ***all*** *pupils the benefits of physical activity and sport, despite the advantages that some pupils will have outside the school gates. I hope this review helps raise the quality of PE for all young people’.*

What next? We believe that it is imperative that subject leaders and senior managers in primary schools consider the findings from Ofsted’s recent review. That they ask themselves about the quality of their provision, the context and content of their curriculum – is it ambitious? Does it illustrate to pupils, parents, staff and others what it means to get better in physical education?

If you feel that you would like support, advice, guidance or even an external view of your provision, to help you ensure that your PE provision is high-quality then why not talk to us about how we can help. With over 30 years of experience, much of this as an adviser for physical education, we have a particular set of skills that can help you. This document is not meant as a checklist but rather as a means of sharing the Ofsted findings and helping you to review what you do. We’d love to help you further, to help you use the PE and sport premium for what it really is meant for – to build self-sustaining, high quality physical education for ALL.

**1** Within the context of Knowledge Management, ***procedural*** knowledge, also known as imperative knowledge, is the type of knowledge exercised in the performance of a task. It’s basically [“how” you know to do something](http://unt.unice.fr/uoh/learn_teach_FL/affiche_theorie.php?id_concept=90&lang=eng&id_theorie=1&id_categorie=3). The classic example of procedural knowledge is riding a bicycle. When someone was teaching you how to ride a bicycle, no matter what they said, you probably struggled to grasp it until you’d actually done it a few times. Once you figured it out, it quickly became implicit knowledge. That is, the type of knowledge that is hard to explain as it is subconsciously stored in your mind (‘muscle memory’ is another phrase used to describe implicit knowledge).

Procedural knowledge differs from ***declarative knowledge***, which is thought of as ‘knowledge about’ or the answers to the *what, where, when, or who* types of questions, rather than the ‘how.’ Facts, world history, or rules for mathematical equations, sports or sports skills, are all examples of declarative knowledge. Declarative knowledge is also usually explicit knowledge, meaning that [you are consciously aware that you understand the information](http://www.human-memory.net/types_declarative.html).