

Key Lines of Enquiry	REQUIRING IMPROVEMENT	GOOD	OUTSTANDING
1. Does your school have a vision for PE and a shared rationale to inspire and engage?	There is limited (or no) vision which identifies the potential for a whole school approach to, or recognises the value of PE. Staff generally have weak or basic level of subject knowledge and rely upon commercial schemes of work (eg Val Sabin).	There is a vision statement, adopted across the school and shared appropriately with pupils/parents. Teachers generally have strong subject knowledge, enhanced through PE CPD, which enthuses and challenges most pupils and contributes to their good progress and achievement of the vision.	There is a clear vision statement included in the school's aims that recognises the value and impact of high quality PE which pupils and parents understand. This helps to ensure excellent subject knowledge is applied consistently to challenge and INSPIRE pupils making the vision real. Staff have attended PE CPD courses and are applying what they learned.
2. Does your PE provision make an impact on your school improvement planning?	PE is recognised for the impact it can have on a positive school ethos and there is some attempt to make links with other curricular areas, whole school plans. The school could not secure the Norfolk High Quality PE Chartermark on a number of criteria.	PE is celebrated across the life of the school. The context of PE and sport is regularly used in other curricular lessons and as a whole school theme. Pupils PE work is celebrated and displays of pupils work reflect high standards. The school is applying for the Norfolk HQ PE Chartermark Award.	PE is a central part of the school development plan. The context of PE and sport is used across the curriculum and the skills and positive values of PE and sport are integrated into the school ethos. It is highly effective in INSPIRING pupils and ensuring they learn extremely well. The school has achieved the Norfolk HQ PE Chartermark Award.
3. Do you have strong leadership and management of PE and school sport?	The headteacher understands the importance of PE as a curriculum area and there is an identified PE subject leader. However, subject leader does not monitor that all pupils, and groups of pupils make the progress expected of them. Subject Leader has not completed the Norfolk Primary PE Subject Leadership Award (ECTA1)	The PE subject leader is a skilled professional who has developed core provision and is supporting all staff. They are working towards the Norfolk Primary PE Subject Leaders Award (ECTA1). The headteacher values PE and school sport and it is integral to school development. There is a PE Development Plan with short and long term targets identified.	Outstanding leadership of PE ensures that pupils, and particular groups of pupils have excellent educational experiences in lessons and in extra-curricular activities, and are very well-equipped for the next stage of their education. The PE leader has achieved the Norfolk PE Subject Leaders Award and is able to motivate staff and is supported by the headteacher, staff, governors, pupils and parents.
4. Do you provide a broad, rich and engaging PE curriculum?	The PE curriculum covers the minimum National Curriculum expectations in a safe, yet limited, range of environments. It focuses mainly on developing pupils' physical skills. Pupils participate in weekly PE, but not enough time is allocated to core PE lessons to enable them to make good progress.	The PE curriculum is broad and balanced, going beyond the National Curriculum expectations. It is fun and delivered safely in a range of environments, which develops all physical skills. All pupils receive a minimum of two hours of timetabled PE and often more is delivered.	The PE curriculum is diverse, providing pupils with the confidence to try new activities as well as enhancing their existing skills in a diverse range of environments. There are opportunities for all pupils to develop their leadership, coaching and officiating skills. All pupils receive two hours or more of timetabled high quality PE, where lessons are regularly "Outstanding" and monitored by the subject leader and senior management / link PE governor.
5. How good is the teaching and learning of PE in your school?	The confidence and competence of staff varies. There are no specialist PE staff such as NPETCS ¹ . Very little is outstanding and not enough is good to enable pupils to achieve well. Most pupils make some progress but assessment lacks rigour. Limited assessment and reporting procedures in place.	Most staff are confident and competent to use a range of teaching and learning styles in PE. The school has an NPETCS trained PE Specialist. Most lessons are consistently "Good". The majority of pupils make good progress, which is both well recorded and reported to parents/carers.	All staff are confident and competent to deliver high quality PE and the quality of all lessons is good or outstanding. Teaching enthuses, motivates and inspires pupils to try hard and do their very best. Excellent relationships and extensive praise and feedback promote enjoyable and highly effective learning. Teaching and learning styles are matched to lesson content and to encourage all pupils to participate.
6. Are you providing high quality outcomes for young people through PE and school sport?	Most pupils are engaged in PE and can demonstrate their level of understanding and skill. The majority of behaviour is good and pupils are starting to make healthy lifestyle choices. Staff are unclear as to what "Good" primary PE lessons look like. They may need to attend "Good" Primary PE lessons and how to achieve them (ECTA2)	All pupils are engaged in PE and can demonstrate their level of understanding and skill. Behaviour is good across all PE lessons and pupils co-operate in collaborative and competitive situations. All pupils are starting to make healthy lifestyle choices. Staff are aware of the 10 High Quality PE Outcomes for pupils and strive to achieve these.	All pupils are engaged, motivated, demonstrate a high level of understanding and skill and take some lead in high quality PE lessons. Behaviour is excellent across all PE lessons and pupils make decisions that challenge and inspire them even further. All pupils consistently make healthy lifestyle choices. The 10 High Quality PE Outcomes are clearly visible in the school and are monitored by subject leader and senior management.
7. Do teachers and other adults have high expectations of ALL pupils in physical education	Most teachers have little real understanding of what is required by the national curriculum for physical education and rely upon schemes and card resources. This lack of clarity makes it hard for teachers to have high expectations as they are unclear about what their pupils should know, understand and be able to do. Lessons do not contain any vigorous activity for any sustained periods of time and most time is lost in teachers management of the class and talking.	Most teachers have a basic understanding of what they are trying to achieve, often through strong leadership from the subject leader. This means that they are more clear about expectations and challenge pupils to extend their work. This is often facilitated by ICT through the use of DVD material and clips showing pupils working in line with expectations. There are sustained periods of vigorous activity and pupils are encouraged to develop their stamina, strength and suppleness.	All teachers have a good understanding of what they are trying to achieve this is shared with the pupils appropriate to enhance progress and learning. Excellent subject leadership ensures effective monitoring and recording of pupil progress, assessment procedures are good and used to inform pupils of their next steps in learning. ICT is well used to enable and extend pupil progress. Planning reflects this and Higher Achieving Pupils (HAP) are planned for within each lesson. All lessons contain vigorous activity over sustained periods of time and provide opportunities for pupils to develop their strength, stamina and suppleness.

¹ NPETCS – Norfolk PE Teaching Competence Standards. This is a specialist accredited course, for teaching assistants to learn how to become competent teachers of high quality PE.