Questions taken from a range of Ofsted inspections under the new framework. Observations of staff through learning walks (accompanied by subject leads)

Subject leaders interviewed about the vision and decision-making around sequencing of the curriculum.

**Questions to PE Co-ordinator:**

Can you describe PE provision in your school?

What is the progression of skills like in PE? How do you **know** children progress?

What is your CPD model? How do you know the areas in which teachers need CPD?

How do you keep your knowledge and leadership of the curriculum up-to-date?

Describe your long term curriculum design. Why have you done it that way? Do you have new units that your children specifically chose to include?

How do you make sure that the curriculum is sequenced to build knowledge and skills?

How do you structure your swimming? What % of children hit the requirements by the end of Yr 6?

How do you risk assess?

As a subject leader, how do you support the development of pupils’ ‘character’ and personal skills (such as resilience and self-confidence)?

How does your subject fit within the wider curriculum? Does it support whole school development?

How have you used the PE and sport premium?

What’s been the impact of this?

*The inspector then spent time trying to find evidence to support the statements during the meeting.*

* PE and sport premium spending and impact reports
* Evidence from lesson observations and learning walks
* CPD records
* Conversations
* Feedback from parents, pupils and staff
* Assessment/tracking data

**Questions to teachers during observations**

Is this a normal lesson?

Explain the standard of PE here.

How is the PE specialist used?

How does this scheme of work/ topic help all children to progress?

Have you got better at teaching PE? How does PE CPD work here?

Would you be confident to teach this topic independently now?

**Questions asked to children**

Is this a normal lesson?

What do you need to do to make sure that you succeed at this challenge?

If you get really good at this, what will be your next challenge?

***These questions are by no means exhaustive, however the 3 areas that the inspectors will consider remain constant - the intent, the implementation and the impact of your curriculum.***

**Intent**

Be clear about the rationale for your curriculum. It should be planned with the children at the heart of decisions – what is important for them.

What skills and knowledge do you want the children to achieve? Consider the content and sequence – how does your long term curriculum plan ensure progress and progression? How do the skills and knowledge differ between Year 1 and Year 5?

**Implementation**

Be clear that PE is being taught and assessed in a way that matches your curriculum intent. There must be breadth across all year groups and knowledge should build on prior learning. Share how your involvement in participation festivals, competitions, extracurricular clubs, use of visitors and community links strengthen and enhance provision for all children.

**Impact**

Evaluate the impact of the PE curriculum by monitoring the progress of children over time. How will you know the children have learnt what has been taught? What has been the impact on disadvantaged children and children with special educational needs? Include anecdotal evidence.