

Education Inspection Framework (EIF) afPE Summary Guidance

(Based on the Ofsted Education Inspection Framework Handbook September 2019)

The leadership & management of PESSPA is exceptional. All teachers are engaged, feel effectively and meaningfully supported both in terms of their well-being and opportunities to take part in focused professional development. Those responsible for governance ensure that the school has a clear vision and strategy and that resources are managed well.

There is a clear and ambitious vision for high quality PESSPA. The PE curriculum is well planned, relevant and purposeful and supports the progression of all pupils from their starting points to their end points with the aim that all pupils successfully complete their programmes of study, demonstrating improved skills, competencies and developing at the same time, detailed knowledge, understanding and the cultural capital (1) to succeed in life.

There is a wide and rich range of extra-curricular experiences that enhance and extend pupils interests and talents. Pupils are motivated and engaged and participate willingly and respond positively to the sporting and cultural opportunities on offer. PESSPA contributes exceptionally well to the development of pupils' character, confidence, resilience and independence and supports their persistence in the face of challenges and difficulties. Pupils know how to eat well, maintain an active lifestyle and keep physically and mentally healthy.

Pupils appreciate how PESSPA can make a difference to their attitudes and behaviour across the school and how to be responsible, respectful and active citizens. They feel safe in PESSPA and there is a culture of safeguarding that supports effective arrangements. There is a positive climate for learning where low level disruption and bullying is not tolerated. Pupils behaviour and attitudes in PESSPA are exemplary.

PESSPA provision contributes strongly to the spiritual, moral, social and cultural development of pupils and effectively meets different pupils' needs, including pupils with SEND.

(1) Cultural Capital: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'