

DEEP DIVE:

Curriculum area: PE



**Belle Vue
School**

**Cornfields
School**

'Improving life chances'



INTRODUCTION

In September 2019, Ofsted introduced changes to the inspection framework. They continued to report on all aspects of a school, as set out in section five of the Education Act 2005, but changed the judgement headings and introduced a 'quality of education' judgement.

The revised inspection methodology, which supports the education inspection framework, has combined aspects of the previous key judgements of 'teaching, learning and assessment' and 'outcomes' to provide a more holistic view of standards, particularly focusing on the curriculum.

The new methodology also saw the introductions of 'deep dives', which involves gathering evidence on the curriculum intent, implementation and impact. The Ofsted deep dive is one of the key elements of the new Ofsted inspection framework's curriculum focus.

In any school, the primary focus must be the education pupils are receiving day to day in the classroom. In order to establish if what pupils are receiving in the class is a quality education, we must be clear on the purpose of what we are delivering.

We have therefore utilised the Ofsted 'deep dive' framework as a system to ensure we are focussed on the quality of education and are able to accurately direct resources to achieve an outstanding curriculum. Our staff have looked at the subjects we offer and our cohort of pupils. Our staff have reflected and asked the questions.

1. What is the intention of this programme of study? (Intent)

Only when we can answer this question do we move on to the next question.

2. How should we best deliver this programme of study? (Implementation)

Only when we can answer this question do we move on to the next question.

3. How will we know we have been successful? (Impact)

At the core of our deep-dive approach is to consider and evaluate how education flows from intention to implementation to impact within our school. Without doing this, it would be impossible to form a valid judgement on the quality of the education we provide. Moreover, in completing the deep dives, we are able to ask ourselves pertinent questions and are able to accurately identify areas for improvement, from which we are able to quickly respond to provide necessary improvements in the quality of the education we deliver.

In summary, the deep-dive approach adopted by Ofsted has been developed to allow for accurate assessments of the quality of education to be made. It has been seen that this assessment process is a highly effective tool and we have embraced this tool as a regular feature of our self-assessment process in considering the quality of education we offer.

CURRICULUM AREA: PE

Intent

At Cornfields and Belle Vue, we are committed to providing pupils with the highest standard of education.

We view PE as an extension of our philosophy to engage pupils with a healthy lifestyle. The PE curriculum complements other curriculum areas, such as Food Tech and PSHE, where we already introduce pupils to the concept of healthy eating and well-being. We teach pupils that rigorous exercise helps to maintain a healthy and more positive lifestyle and mental attitude.

We differentiate PE lessons to cater for the diverse needs and abilities of our pupils. We aim for all of our pupils irrespective of age, disability or attainment to benefit from the physical endeavour.

Implementation

Our schools operate in coordination with a number of local facilities to ensure we can offer an exemplary programme for the PE lessons.

We ensure all pupils' PE uniforms are adequate and all relevant risk assessments are completed. The exercises cover a wide range of activities to enable pupils to use different muscles and obtain various skills.

Our PE curriculum ensures skills are developed through the following topics: invasion games, gymnastics, outdoor and adventurous activity, athletics, net and wall games – and striking and fielding games. In addition to this, it is essential that pupils develop an understanding of a healthy lifestyle and make connections between physical health and a healthy mind, with the vision that they will continue to adopt a healthy lifestyle into their adult life.

We teach this through our balanced programme of individual, team, co-operative, competitive and creative activities. The PE scheme of work progressively builds vital knowledge, skills and techniques, which provides stimulating, challenging and enjoyable learning opportunities for pupils.

Impact

Pupils will build on the knowledge, skills and techniques acquired and use them across a large variety of sports. Our pupils are challenged to think, create and solve problems while working as a team and individually, within competitive and non-competitive environments. This enables pupils to develop and experience different roles within a team and recognise the importance of each position. The skills obtained in PE lessons will be vital for pupils' later stages of development.

The increased activity will also provide psychological benefits including reduced stress, anxiety and depression. In addition, it helps pupils to develop strategies to manage their emotions and increases their self-esteem. Activities in PE lead to increased concentration, enabling pupils to deal with the failures and successes in life by enhancing their problem-solving skills

Pupils are able to obtain a number of awards and qualifications including AQA Unit Awards, swimming awards and RYA Sailing.

IN SUMMARY

The core purpose of our schools is to 'improve the life chances of children'. In short - we aim to reverse and eradicate the known correlation between poor outcomes in life - and factors that have made pupils vulnerable to underachievement at school. We achieve this by going above and beyond, setting high expectations and improving outcomes by working together with others.

We have a clear and compelling vision about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. Our school ethos and curriculum are firmly embedded with a belief that we can powerfully address social disadvantage.

We are clear about the end points the curriculum is building towards - and what pupils need to know and be able to do to reach those end points. Our school curriculum is planned and sequenced so that new knowledge and skills build on what has been taught previously.

Ofsted has outlined that schools who take a radical approach to the curriculum - with effective sequencing, structure and implementation - will be assessed favourably. We welcome this autonomy and believe that the curriculum needs to be radically reviewed, as doing more of the same will result in the status quo of underperformance of disadvantaged groups being the norm.

A well-constructed, well-taught curriculum will lead to pupils learning more and - and therefore achieving positive results. We aim to ensure that all of our pupils acquire the knowledge and cultural capital they need to succeed in life.