

## Beyond 2012 – outstanding physical education for all

Physical education in schools 2008–12

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*This is an adapted extract from Ofsted Report 120367, February 2013*

*This report is based on evidence from inspections of physical education between September 2008 and July 2012. Her Majesty's Inspectors and additional inspectors from Ofsted visited 120 primary schools, 110 secondary schools and seven special schools. This report draws also on evidence from four visits to schools to observe good practice in PE.*

Physical education (PE) is part of every child's entitlement to a good education. It is unique in that it is taught through physical activity in weekly practical lessons both indoors and outdoors, in a wide range of physical, creative and aesthetic settings. It provides pupils with the generic skills, knowledge and understanding they need to become physically literate, and at the same time gives most of them their first regular experiences of sport. When taught well, physical education enthuses and inspires pupils to participate fully and develop a life-long love of physical activity, sport and exercise.

This report, *Beyond 2012 – outstanding physical education for all*, acknowledges the improvements made to PE and school sport over the last four years. However, inspectors found that despite significant investment during much of this time, not all pupils have a good physical education. In some schools, there is not enough *physical* education in PE. In other schools, PE is not taught in enough depth and there is only limited access to a high standard of competitive sport. PE requires further improvement in about one third of primary schools and one quarter of secondary schools.

In primary schools, some teachers lack the specialist knowledge needed to teach PE well and outcomes for pupils are not as good as they could be. More able pupils are not always challenged to achieve their very best, levels of personal fitness are not high enough and not all pupils are able to swim 25 metres before they leave school. PE in secondary schools does not always contribute to improving pupils' fitness. More able pupils do not have enough time to practise and achieve their very best. Only a minority of schools play competitive sport to a very high level. Only a few schools have achieved a balance between increasing participation and generating elite performance: in these schools sport was played to a very high standard.

Nevertheless, the report confirms there is more good and outstanding PE than at the time of the last Ofsted PE survey in 2008. Sustained government investment has enabled schools to make significant improvements in PE and school sport. However, continuing these improvements will present a formidable challenge for schools against a backdrop of greater expectations. Ofsted recommends that the Department for Education considers devising a new national strategy for PE and school sport that builds on the successes of school sport partnerships and enables schools to make a major contribution to the sporting legacy left by the 2012 Olympic Games.

## Task 1

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### Identifying the meanings of words and phrases

... physical, creative and aesthetic settings. (line 3)

<b>A</b>	indoor and outdoor games and activities	
<b>B</b>	the gym, the sports field and the dance studio	
<b>C</b>	activities such as gymnastics, keep fit and dance	

... physically literate, (line 4)

<b>A</b>	being able to write about the impact of physical activity	
<b>B</b>	learners need to know how far they can push themselves	
<b>C</b>	knowledge and understanding of your body's capabilities and potential	

... generating elite performance: (line 24)

<b>A</b>	fostering the highest age related level of sporting achievement	
<b>B</b>	driving everyone hard to win	
<b>C</b>	promoting the development of a winning ethos	

Sustained government investment ... (line 28)

<b>A</b>	specific and targeted grants for sporting projects	
<b>B</b>	general government funding for sport and the arts	
<b>C</b>	long term investment to achieve long term aims and objectives	

## Task 2

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### Selecting headings and subheadings

Read each paragraph again and select from the choices below the most suitable title for each paragraph.

#### Paragraph 1

A	Knowing your body	
B	Participation sports are good for children	
C	Good physical education has life long value	

#### Paragraph 2

A	Not enough quality PE in primary schools	
B	Further improvement in PE provision needed	
C	Improvement needed in the majority of secondary schools	

#### Paragraph 3

A	Too many pupils fail to realise their potential	
B	Elite athletes not encouraged by the system	
C	Many schools achieve highest standards in sport	

#### Paragraph 4

A	The Olympic legacy has been wasted	
B	High expectations not being met	
C	New strategy needed to build on the 2012 legacy	

### Task 3

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#### Completing a bulleted list

Select five of the statements below that appropriately complete the list of bullet points. The last one has been done for you.

- A. The lack of specialist knowledge amongst staff in primary schools
- B. There is an insufficient level of challenge
- C. Only swimming is sufficiently supported in schools
- D. Some PE curricula do not develop fitness effectively
- E. Government investment in PE is insufficiently sustained
- F. Time available for promising youngsters is limited
- G. Ofsted have seen no improvement in PE provision since 2008

#### Factors that prevent children from realising their potential are:

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•
• Few schools are capable of effectively supporting elite performers

Answers:

Task 1: B, C, A, C.

Task 2: C, B, A, C.

Task 3: A, B, D, F