
High Quality PE and Sport for Young People



A guide to recognising and achieving high quality PE and sport in schools and clubs

department for
education and skills
creating opportunity, releasing potential, achieving excellence



This document further describes and clarifies the expectations as set out in the 'Importance of PE' statement. It will help schools to evaluate how well they are including all pupils and developing their confidence and competence in PE and school sport. It provides very clear pictures of pupils' attitudes, skills and behaviours that will enable schools to make an accurate evaluation of the quality of PE and sport in their schools.

Stephen Twigg, Parliamentary Under Secretary of State for Schools

The Government believes that everyone should have the opportunity to participate in sport. Getting school children into sport – and keeping them involved – is especially vital as regular participation can reduce obesity, improve fitness levels and, by improving concentration and self-esteem, can help attendance, behaviour and attainment. This document will help to ensure that children have high quality experiences whether in school or in a sports club, and ideally through a combination of the two.

Richard Caborn, Minister of State for Sport and Tourism



About this guide

In 2003, the Department for Education and Skills (DfES) and the Department for Culture, Media and Sport (DCMS) published *Learning through PE and Sport*. This set out the national strategy for physical education (PE), school sport and club links in England. The strategy's aim is to deliver the Government target to:

'enhance the take-up of sporting opportunities by five- to 16-year-olds by increasing the percentage of school children who spend a minimum of two hours each week on high quality PE and school sport within and beyond the curriculum from 25% in 2002 to 75% by 2006.'

This new guide focuses on high quality – what it looks like and how schools and sports clubs can achieve it. It is divided into three main sections:

- A detailed description of the **outcomes** of high quality PE and sport (as first identified in *Learning through PE and Sport*). For each outcome there is a list of indicators that give schools and clubs a picture of what they can expect to see young people doing when they are involved in high quality PE and sport.
- An overview of high quality **provision** – what leaders, managers, teachers and coaches need to do to achieve high quality PE and sport.

- An overview of effective **school-club links** – how schools and clubs can work together to achieve high quality and the outcomes they are likely to see as a result.

Leaders, managers, teachers and coaches should use this booklet to evaluate, and then set about improving, the quality of the PE and sport that they provide for young people. Improving the quality of their provision and the effectiveness of their school-club links will have a direct impact on the progress young people make and the outcomes they achieve. In turn, improving the quality of PE and sport for young people can make a major contribution to whole-school improvement and club success.

This guide will also be helpful for those involved in monitoring PE and sport, including partnership development managers, county sports partnerships, local education authority school improvement teams, inspectors and researchers.

The basic principles of high quality

High quality PE and sport always:

- enable all young people, whatever their circumstances or ability, to take part in and enjoy PE and sport
- promote young people's health, safety and well being
- enable all young people to improve and achieve in line with their age and potential.



In this guide, the term 'PE and sport' refers to any activities that are taught as part of national curriculum PE or that are set up as purposeful, structured activities in the school or community.



Using this guide

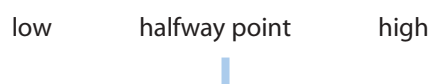
This guide has been designed to help you evaluate, and then set about improving, the quality of PE and/or sport in your school or club. Schools should use it alongside the national curriculum and the Ofsted inspection framework to get an overview of the quality they are achieving. Clubs should use it alongside Clubmark or National Governing Body accreditation processes.

As a school or club, you will probably already have processes that you follow to evaluate quality and progress. You should use this guide as part of these processes to ensure that your evaluation is as reliable as possible. The following steps offer one possible approach.

Evaluating quality

Ten outcomes of high quality PE and sport – from commitment through to skills – are described on pages 4 to 13. For each outcome, you will see a list of indicators of quality for schools and for sports clubs. You should use these to help you gain an overall picture of quality in your school or club – they are not intended to be used as tick lists.

1. Look at the indicators with your staff or colleagues. If you wish, you could add other indicators for your particular context.
2. Divide up the outcomes as a team and agree to focus on them for, say, a month. Decide how to evaluate the outcomes you have been given (for example you might observe a group of young people, talk to them and check registers). Try to think of the indicators collectively, not as individual items to be checked off.
3. To what extent are the young people you have focused on meeting each outcome? Plot the result on a sliding scale like the one shown below. For a result beyond the halfway point, you need to be satisfied that most of the young people in your group are meeting most of the indicators.



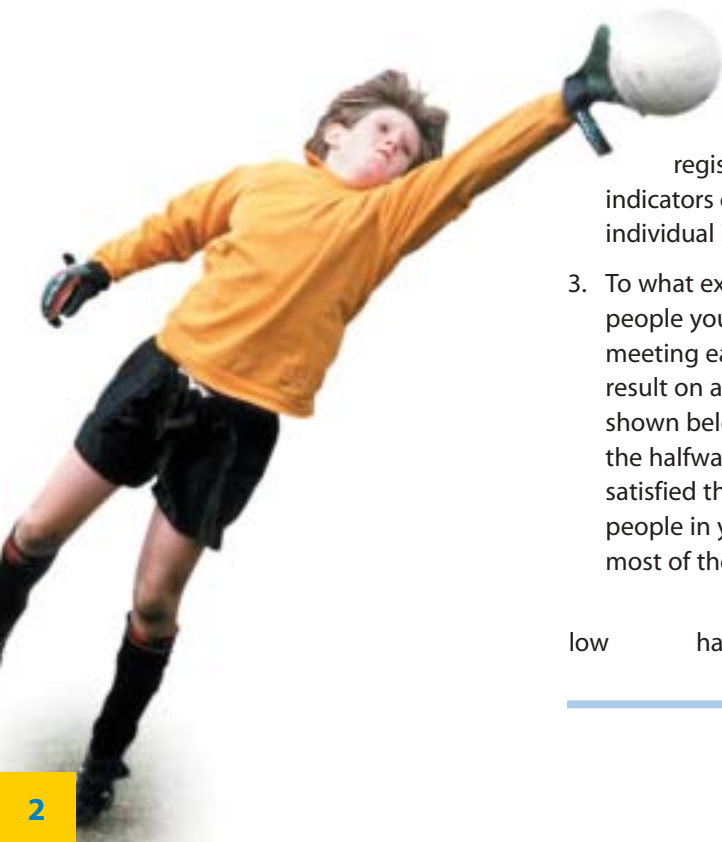
4. As a team, discuss the individual evaluations and try to establish a picture of quality across the whole school or club. If most of the individual evaluations are above the halfway point, this would indicate that you are providing high quality PE and/or sport for young people.
5. Think about what you need to do to improve or sustain quality.

Improving and sustaining quality

The quality you achieve in PE and/or sport will depend on:

- how well leaders and managers are creating a vision for your school or club and making it a reality
- how well your teachers and/or coaches are inspiring and helping young people to learn and achieve
- the effectiveness of school-club links.

The second part of this booklet highlights some of the characteristics of high quality provision and effective school-club links. This is not intended as a definitive guide – use it to help you identify what you are already doing well and what you could do better. Give yourselves a timescale for improvement – say six months – and during this time concentrate on improving the impact of your provision and developing school-club links. At the end of the period, carry out the evaluation again and see whether more of your young people are meeting more of the outcomes.



What are the outcomes of high quality PE and sport?

When schools and sports clubs are providing high quality PE and/or sport, they see young people who:

- 1 are **committed** to PE and sport and make them a central part of their lives – both in and out of school
- 2 know and **understand** what they are trying to achieve and how to go about doing it
- 3 understand that PE and sport are an important part of a **healthy, active lifestyle**
- 4 have the **confidence** to get involved in PE and sport
- 5 have the **skills** and control that they need to take part in PE and sport
- 6 willingly take part in **a range of competitive, creative and challenge-type activities**, both as individuals and as part of a team or group
- 7 **think** about what they are doing and make appropriate **decisions** for themselves
- 8 **show a desire to improve** and achieve in relation to their own abilities
- 9 have the **stamina, suppleness and strength** to keep going
- 10 **enjoy** PE, school and community sport.

Outcome:

Commitment

Young people are committed to PE and sport and make them a central part of their lives – both in and out of school.



In sports clubs

Young people:

- seldom miss training
- are properly equipped and ready to take part in training and events
- are available for matches, festivals and performances
- take responsibility for not letting down others in the club
- take part in club activities such as committee meetings, social and fund-raising events
- take an interest in and support other parts of the club
- help to lead, coach and organise activities.

In school

Pupils:

- seldom miss PE lessons or opportunities to take part in school sport
- bring kit and want to take part in some way even if they are ill or injured
- get changed and ready for PE lessons on time
- are available for school matches, festivals and performances
- take responsibility for not letting down others in the school
- encourage others to get involved
- help adults to organise and manage lessons and sports activities.



comm

Outcome:

Understanding

Young people know and understand what they are trying to achieve and how to go about doing it.

understanding

In school

Pupils:

- know the differences between how they have to think for each area of activity in the national curriculum for PE
- know when and how to use the principles of:
 - composition
 - choreography
 - games strategy
 - athletic tactics
 - problem solving
- are clear about how they are going to be judged in each area of activity.

In sports clubs

Young people:

- know how they need to approach their sport in order to perform successfully
- are able to identify the types of practice and training that they need if they are going to succeed
- are clear about how their performance will be judged
- are clear about the nature of competition or performance in their sport.

itment



Outcome:

A healthy, active lifestyle

Young people understand that PE and sport are an important part of a healthy, active lifestyle.

In school

Pupils:

- know how their participation in PE and sport contributes to a balanced healthy, active lifestyle
- describe how each activity they get involved in affects their fitness, health and feelings about themselves
- are able to explain how the school helps them to maintain a healthy, active lifestyle.

In sports clubs

Young people:

- know how their sport helps to keep them fit, healthy and feeling good about themselves
- understand how hard and how much they need to practise in order to balance the needs of their sport and a healthy lifestyle
- identify how some aspects of their sport can have a negative impact on health and well being
- understand the relationship between effort and recovery in training
- know how to balance their sport with other community, school, family and social activities
- are able to explain how their club helps them to maintain a balanced, healthy lifestyle.



active

healthy

Outcome:

Confidence

Young people have the confidence to get involved in PE and sport.



In sports clubs

Young people:

- are ready to take part as a player, leader, coach, administrator, volunteer, helper or spectator
- are willing to demonstrate what they can do
- volunteer questions and answers
- ask for help when they need it
- take the initiative to help others
- are willing to try new ideas, roles and activities without worrying about failing
- talk positively about their own and their club's achievements.

confidence

In school

Pupils:

- are willing to demonstrate what they can do
- volunteer questions and answers
- ask for help when they need it
- take the initiative to help others
- are keen to take part in a range of PE and sport opportunities, including clubs and examination courses
- are ready to take part as a player, leader, coach, administrator or spectator
- talk positively about what they have achieved
- are willing to try new ideas, roles and activities without worrying about failing.



Outcome:

Skills

Young people have the skills and control that they need to take part in PE and sport.

In school

Pupils:

- show good body control and movement
- have poise and balance
- have a wide range of skills and techniques that they can apply and adapt effectively
- show good fluency and accuracy in their movements.

In sports clubs

Young people:

- have a wide range of good technical skills
- show poise, balance and control of their bodies
- make few technical errors when performing with speed and intensity.



Outcome:

Participation in different types of activities

Young people willingly take part in a range of competitive, creative and challenge-type activities.

In school

Pupils:

- are always happy to get involved in any of the activities on offer in PE lessons
- choose to get involved in more than one type of activity in school sport
- are content to work and perform on their own, as well as in groups and teams.

In sports clubs

Young people:

- are willing to take part in training activities, performances and competitions
- work comfortably on their own and as part of a team
- use ideas from PE lessons and other sports to help them in their sport.

competition



challenge



Outcome:

7

Thinking and decision making

Young people think about what they are doing and make appropriate decisions for themselves.

In school

Pupils:

- work without constant prompting and direction from the teacher
- ask questions that help them to organise themselves and make progress
- come up with and explain a range of ideas and strategies to help them improve
- vary and adapt what they do, taking into account others' strengths and weaknesses
- react to situations intelligently when performing.

In sports clubs

Young people:

- make decisions for themselves, without relying on the coach
- suggest ideas and strategies that they could use to improve the quality of their performance
- react to situations intelligently when performing
- vary and adapt what they do in response to changing circumstances.

thinking

decisions



Outcome:

Desire to improve

Young people show a desire to improve and achieve in relation to their own abilities.



In school

Pupils:

- show determination to achieve the best possible results
- spend extra time practising and training
- often compare their performance to their own in the past and to other people's
- often feel that their work or performance could be better still
- ask for advice and information on how to improve their attainment and the quality of their performance.



desire

In sports clubs

Young people:

- show determination to achieve the best possible results
- spend extra time practising and training
- ask for advice and information on how to improve
- are aware of the next levels of performance that they need to reach
- compare their performance to their own in the past and to other people's
- often feel that their work or performance could be better still.



Outcome:

Stamina, suppleness and strength

Young people have the stamina, suppleness and strength to keep going.

In school

Pupils:

- have high levels of concentration
- maintain their activity and energy levels
- seldom miss PE because of illness or injury
- are physically strong and flexible enough to take part in activities in lessons.



In sports clubs

Young people:

- have high levels of concentration
- maintain high levels of energy and activity
- seldom miss training, performance or competition because of illness or injury
- are physically strong and flexible enough to perform the required skills and techniques comfortably.

suppleness

stamina



Outcome:

Enjoyment

Young people enjoy PE, school and community sport.

In school

Pupils:

- are keen to take part in what is going on
- talk about what they are doing with enthusiasm
- show an interest in the PE/sport notice-boards
- make the time to take part in PE and sport
- often watch or read about PE and sport
- are eager to get to PE lessons
- smile often.

In sports clubs

Young people:

- are keen to get involved and join in with the club
- often go to the club just to feel part of it
- talk about what they are doing with enthusiasm
- make the time to take part in club activities
- are keen to get started and want to stay to the very end of sessions
- often watch or read about their sport
- smile often.

enjoyment



What do schools and sports clubs have to do to provide high quality PE and sport for young people?

High quality leadership and management:

- create the vision
- make the vision reality.

High quality teaching and coaching:

- inspire young people to learn and achieve
- help young people to learn and achieve.

Creating the vision

In school

High quality school leaders:

- recognise what PE and school sport can achieve for each pupil and the whole school
- set high expectations of what individual pupils and the whole school can achieve in and through PE and school sport
- explain the value of PE and school sport to learning, health and well being in a way that pupils, teachers, parents and governors can understand.

In sports clubs

High quality club leaders:

- recognise what their sport can achieve for each young member and the whole club
- set high expectations of what each young member and the whole club can achieve in and through their sport
- explain the value of their sport to learning, health and well being in a way that young members, coaches, parents and the local community can understand.



Making the vision reality

In school

High quality school leaders and managers:

- are creative and strategic in providing enough time, teachers and coaches, space and equipment to enable pupils to learn and achieve
- support and develop teachers and coaches to enable pupils to achieve more
- use the information from monitoring and evaluating the impact of PE and school sport to ensure the school's vision is met
- listen to pupils and act on what they say
- celebrate pupils' achievements so that they feel successful and valued
- inform and involve parents/carers and listen to and act on what they say.

In sports clubs

High quality club leaders and managers:

- put in place a clear constitution and structures to secure the long-term sustainability of the club
- create an environment that is safe and welcoming to all
- are creative and strategic in providing enough time, coaches, space and equipment to enable young members to achieve
- support and develop coaches and volunteers to enable young members to take part and achieve
- use information from monitoring and evaluating the impact of their programmes to ensure the club's vision is met
- listen to young members and act on what they say
- celebrate young members' involvement and successes so that they feel valued
- inform and involve parents/carers and listen to and act on what they say.

Inspiring young people to learn and achieve

In school

High quality teachers and coaches:

- show commitment and enthusiasm
- provide positive role models
- show confidence in their pupils' ability to make progress and achieve
- listen to their pupils and value what they say and do
- raise their pupils' aspirations and increase their determination to make progress and succeed
- have pride in and celebrate their pupils' successes
- let pupils' parents/carers know what they have learnt and achieved in PE and school sport
- improve their own subject expertise.



In sports clubs

High quality coaches:

- show commitment and enthusiasm
- provide positive role models
- show confidence in their young members' ability to make progress and achieve
- listen to their young members and value what they say and do
- raise their young members' aspirations and increase their determination to make progress and succeed
- have pride in and celebrate their young members' successes
- let young members' parents/carers know what they have achieved
- improve their own knowledge of how to work with young people of different ages.

inspire



Helping young people to learn and achieve

In school

To make a positive impact on pupils' learning and achievement, high quality teachers and coaches need to:

- have a clear plan that sets out steps towards meeting the school's vision and expectations for PE and school sport
- share with pupils what they expect them to achieve in a way that they can understand
- take into account what pupils have already learnt within and beyond school
- identify the next steps in progression and communicate these to pupils and their parents/carers
- give each pupil relevant learning activities and authentic contexts that interest, excite and motivate them
- provide opportunities for pupils to analyse, assess and evaluate their own and others' work
- give pupils time to think, reflect and make decisions for themselves
- allow pupils time to wrestle with problems, while giving well-timed advice and support to advance learning and avoid frustration
- ensure that they use time, staff, equipment and resources in ways that keep pupils interested and learning.

In sports clubs

To make a positive impact on young members' learning and achievement, high quality coaches need to:

- have a planned programme of activities that sets out steps towards meeting the club's vision and expectations for the sport
- share with young members what they expect them to achieve in a way that they can understand
- take into account what young members have already learnt within and beyond the club
- identify the next steps in progression and communicate these to young members and their parents/carers
- give each young member relevant learning activities that interest, excite and motivate them
- give young members opportunities to analyse, assess and evaluate their own progress and achievement
- give young members time to think, reflect and make decisions for themselves
- allow young members time to wrestle with problems, while giving well-timed advice and support to advance learning and avoid frustration
- ensure that they use time, staff, equipment and resources in ways that keep young members interested and learning.

help



Why is it important to have effective school-club links?

High quality links between schools and clubs enable young people to:

- make the most of their experiences in both settings
- feel comfortable in a club setting and, as a result, be more likely to continue participating once they leave school
- try out new sports.

Young people benefit from seeing the connection between different opportunities to learn. Schools and clubs that work together closely and make the most of what young people learn in each setting provide the best opportunities for young people to make progress and achieve.

What makes an effective link?

When a school and sports club are working well together, they:

- talk to each other and respect each other
- promote each other
- find ways of enabling all young people, whatever their background, to take part in club activities
- agree expectations and goals for young people
- share a common approach to working with young people
- share a common approach to involving their parents/carers
- communicate well with young people and their parents/carers
- build on what young people learn in both settings
- recognise, celebrate and share their achievements
- share and develop teaching and coaching expertise
- share facilities, equipment and resources
- understand the roles and responsibilities of other agencies that contribute to and support the link (for example partnership development managers and county sports partnerships).



The outcomes

When a school and sports club are working well together, young people:

- are able to balance their commitment to, and involvement in, school and the club
- understand how their experiences in school and at the club complement each other
- understand how their involvement in PE, school and club sport contributes to a balanced, healthy lifestyle
- recognise how PE prepares them for their involvement in clubs as a junior and beyond school age
- choose club programmes that are suited to what they want to achieve
- move confidently between school and club
- feel comfortable with a range of people from different backgrounds and of different ages
- take part in a range of activities in both the school and club environments.

Finding out more

The following websites and contacts provide information that can help you to sustain and improve the quality of PE and sport in your school or club.

For information on the national strategy for PE, school sport and club links (including Step into Sport, school-club links and the professional development programme), or to download a copy of Learning through PE and Sport, visit:

- www.teachernet.gov.uk/pe

For information on the national curriculum, visit:

- the national curriculum online
www.qca.org.uk/nc

For information on the inspection of schools, visit:

- the Ofsted site
www.ofsted.gov.uk

For information on the primary strategy, visit:

- excellence and enjoyment
www.dfes.gov.uk/primarydocument

For information on the key stage 3 strategy, visit:

- www.dfes.gov.uk/keystage3

For information on the 14-19 strategy, visit:

- 14-19 opportunity and excellence
www.dfes.gov.uk/14-19

For guidance on improving the quality of teaching and learning in schools, visit:

- the national curriculum in action
www.qca.org.uk/ncaction
- the schemes of work site
www.standards.dfes.gov.uk/schemes
- swimming safely, swimming well
www.qca.org.uk/safeswimming

For guidance on how to use high quality PE and sport for school improvement, visit:

- the QCA PESS site
www.qca.org.uk/pess

For guidance on improving the quality of sport clubs and information on Clubmark, visit:

- the Sport England site
www.sportengland.org

For information on supporting gifted and talented young people, visit:

- the national talent framework for sport
www.talentladder.org.uk
- teaching the gifted and talented
www.nc.uk.net/gt/pe

For information on how to use volunteers to help achieve high quality PE and sport, visit:

- millennium volunteers
www.millenniumvolunteers.gov.uk

More information on the national strategy for PE, school sport and club links is available from:

www.teachernet.gov.uk/pe

Copies of this publication can be obtained from:

DfES Publications

PO Box 5050

Sherwood Park

Annesley

Nottinghamshire

NG15 0DJ

Tel: 0845 60 222 60

Fax: 0845 60 333 60

E-mail: dfes@prolog.uk.com

Document reference: PE/HQ (March 2004)



© Crown copyright

Extracts from this document may be reproduced for non-commercial or training purposes on the condition that the source is acknowledged.



Qualifications and
Curriculum Authority

 **SPORT ENGLAND**

