

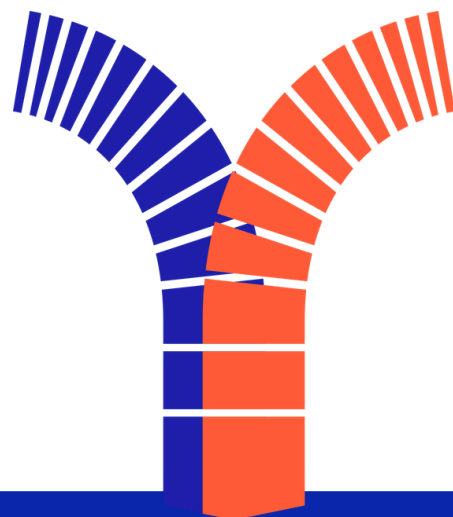


Top Tips for School Leaders: Creating purposeful, inclusive and sustainable high-quality PE

Eight practical principles drawn from the approach at John Spence Community High School.



Move Well.





01 Start with the learner you want to develop

Define what pupils should know, do, understand and value when they leave. Use this intent to shape curriculum content, teaching and assessment.



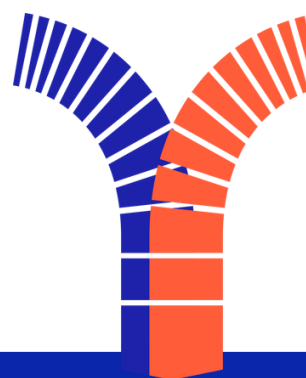
02 Create a shared language for personal development

Connect PE to whole-school priorities through a small number of meaningful attributes. John Spence uses 'skilled, resilient and considerate' so that pupils and staff can recognise learning that transfers beyond PE.



03 Secure the basics before increasing complexity

Build competence progressively and check that foundational learning is secure. Purposeful progression helps pupils experience success and strengthens the subject's educational credibility.





04 Offer breadth with a clear reason

Introduce activities that broaden pupils' experiences and open realistic routes into later participation. Breadth should advance the curriculum's intent rather than become a disconnected activity carousel.



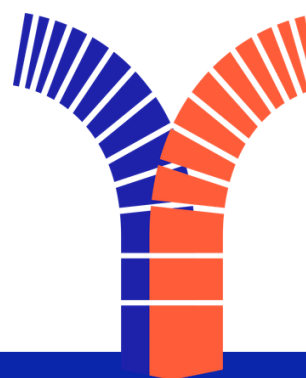
05 Use choice to remove barriers

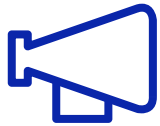
Where a traditional activity is unlikely to engage a group, provide a purposeful alternative that develops the intended learning. Flexible pathways can preserve ambition while helping more pupils find something meaningful.



06 Make use of the local community

Help pupils discover accessible places, spaces and activities beyond school. Beaches, parks, cycle routes, outdoor gyms, leisure centres and community clubs can make an active life feel achievable and relevant.





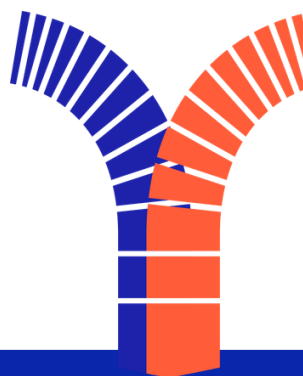
07 Make the case for protected PE time

Show senior leaders how curriculum time supports health, wellbeing, personal development and academic readiness. Reinforce the argument with clear standards, participation evidence, pupil experience and strong subject outcomes.



08 Keep PE purposeful, positive and enjoyable

Establish routines and expectations so that lessons have structure, but do not lose the enjoyment that sustains motivation. Aim for every pupil to leave school having experienced success and wanting to continue moving.



Reflection Questions for Leadership Teams

- What is the central purpose of PE in our school, and could pupils, staff and governors explain it consistently?
- Does our curriculum develop the physical, cognitive, social and emotional dimensions of learning in a deliberate and assessable way?
- Which pupils are currently least well served by our PE offer, and what purposeful alternatives could improve their experience?
- Does the breadth of our curriculum lead to progression and future participation, or simply expose pupils to a succession of activities?
- How effectively do we use our local places, facilities and partnerships to make continued participation realistic and affordable?
- What evidence do we use when defending curriculum time for PE, particularly at Key Stage 4?
- Would every pupil leave our school able to name at least one form of movement they enjoy, value and feel confident continuing?

These questions can provide a useful starting point for strategic discussions and curriculum review.



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