

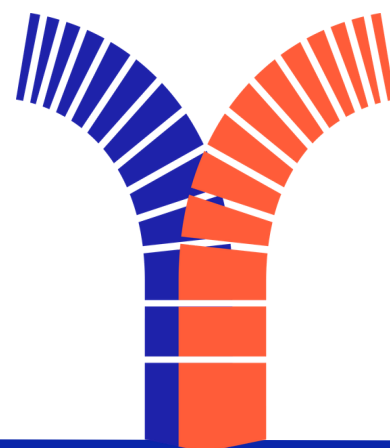


The Power of Creating a High- Quality PE Offer – Byker Primary School

Brief Summary for School Leaders



Move Well.



The school's approach

Byker Primary School serves a vibrant and diverse community in Newcastle. Many pupils face barriers that can affect their opportunities to be active beyond school, making the PE curriculum a vital part of their education.

Over the past twelve years, the school has continually developed its PE offer, creating a curriculum that helps every pupil build confidence, competence and motivation through movement. Rather than seeing PE as a subject delivered twice a week, the school has embedded it as an important part of how children learn, develop and thrive.

Why this matters

Leaders believed every child deserved access to high-quality PE, regardless of their background, previous experiences or sporting ability.

Their ambition extended beyond teaching sport or improving physical skills. They wanted PE to help children develop confidence, resilience, teamwork and a positive relationship with movement that could last beyond primary school.

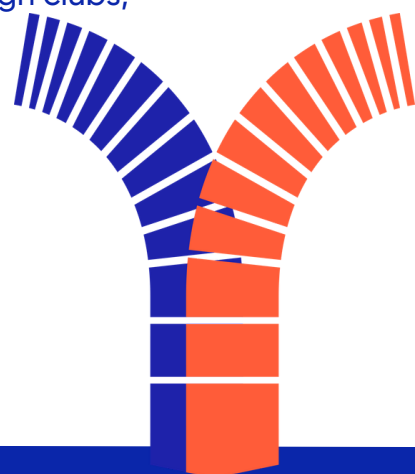
This required PE to have a clear purpose within the curriculum and be valued alongside other subjects.

How they approached change

Byker's approach has not been built around a single programme or quick solution. Instead, leaders have continually reflected on what their pupils needed and adapted the curriculum over time.

The school:

- established a clear vision for what high-quality PE should achieve;
- designed learning around the needs of their pupils rather than simply following a scheme of work;
- invested in staff expertise and ongoing professional learning;
- protected curriculum PE while providing wider opportunities through clubs, competitions and enrichment;
- listened to pupils and refined provision in response to their experiences.



Leaders also recognised that improvement is continuous. Even after many years of development, they continue to learn from other schools, undertake professional development and review their curriculum.

The difference it has made

Developing a high-quality PE offer has strengthened much more than physical skills. Pupils demonstrate greater confidence, enjoy taking part and are given opportunities to experience success in different ways. PE provides a space where children develop teamwork, communication, leadership and resilience alongside movement competence.

The school has also seen wider benefits. Some pupils who previously found attending school difficult have engaged positively through physical activity, while former pupils have returned to complete placements or pursue careers linked to sport and health.

For staff, ongoing professional learning has built greater confidence and consistency, creating shared ownership of PE across the school.

Key learning

Byker's experience demonstrates that high-quality PE is not created through resources alone.

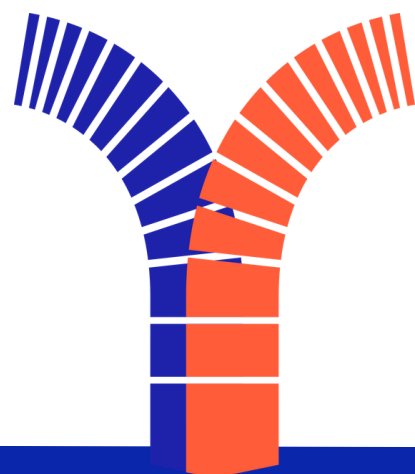
It grows from a shared vision, strong leadership and a commitment to continual improvement.

Schools do not need to replicate Byker's curriculum or staffing model. Instead, they can reflect on the principles that underpin the school's success:

- be clear about why PE matters in your school;
- design the curriculum around the needs of your pupils;
- invest in developing people as well as provision;
- protect PE as an essential part of the curriculum;
- keep reviewing and refining your approach

Reflect

How well does your current PE curriculum help every pupil develop the confidence, competence and motivation to enjoy movement both now and in the future?





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