



Understanding the New Ofsted Inspection Framework implications for PE

Active Notts | 24th November 2025

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02:00

Arrival Activity:

What have you heard already about the new inspection framework?

Understanding the New Ofsted Inspection Framework implications for PE

01

What has driven the changes to Ofsted's new inspection framework and what is its main focus?

02

What are the main evaluation areas now and what can schools expect from an inspection?

03

How should PE prepare for and contribute positively to an inspection?

04

What changes do you need to prioritise to ensure your provision meets the needs of all your learners?



A quick landscape update



State-funded school inspection toolkit

This toolkit sets out the areas that will be evaluated and graded on inspections of state-funded schools under sections 5 and 8 of the Education Act 2005. It can also be used by leaders to support self-evaluation and continuous improvement.

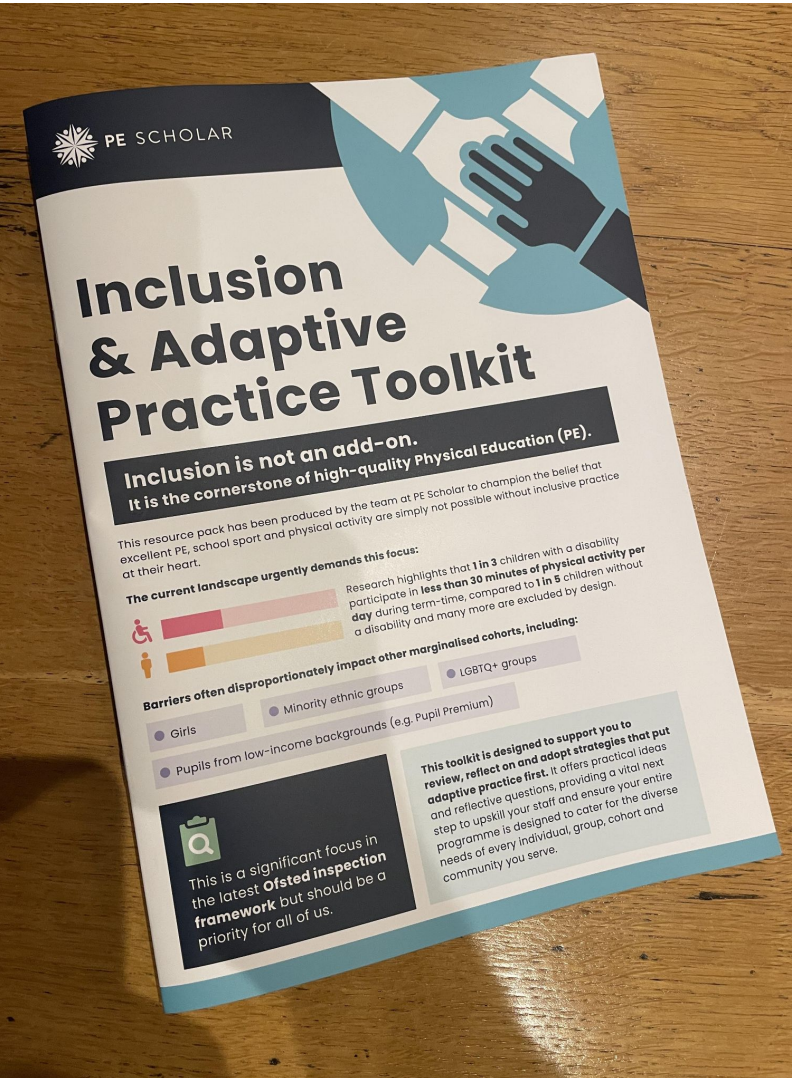
Updated: 5 November 2025 | Version: 1.1

Curriculum and Assessment Review

Building a world-class curriculum for all

Final Report

November 2025



Ofsted's Inspection Framework (2025)

Our role as educators in closing the gap for socioeconomically disadvantaged, SEND, LAC, protected characteristic, pupil premium & others who face barriers to learning and/or well-being is key



Inspectors are being trained to carefully consider the unique context of your school & how well you cater for the needs of your pupils in your community

Inspectors will have lots of 'professional conversations' with staff & students alongside observations
Student voice will inform decisions with lots of discussion with pupils about their experiences, their learner journey



5 highlights for the 2025 inspection framework reforms (11th June 2025 update)

Closed consultation

**Improving the way Ofsted inspects
education: consultation document**

Updated 11 June 2025

Aspiration - 'raise standards, ensuring every child has the opportunity to thrive' in response to 'the Big Listen consultation

Changes to education inspections will start in November 2025 to include taking better account of local context

1. Report cards not one word judgements - shining a spotlight on behaviour, attendance & inclusion (SEND & disadvantaged)
2. Inspection toolkits - standards that are phase & type specific
3. No more deep dives - work with leaders to decide areas to focus on
4. No more ungraded inspections - all will be 'full' inspections
5. Identifying schools causing concern - special measures vs requires significant improvement

Access it here -

<https://www.gov.uk/government/consultations/improving-the-way-ofsted-inspects-education/improving-the-way-ofsted-inspects-education-consultation-document#foreword-what-we-want-to-achieve>

Summary of inspection reforms (9th September 2025 update)

- new inspections from 10th November (currently testing & training inspectors)
- new five-point grading scale with an 'urgent improvement' grade and a new 'exceptional' grade
- the new report cards will feature both at-a-glance grades and narrative summaries
- an aim to improve professional well-being and workload by adding an extra inspector to school inspections and a more collaborative approach to inspection
- a specific grade for 'inclusion' to highlight provision for vulnerable children
- nurseries and childminders will be inspected more frequently, and schools needing improvement will receive additional monitoring

Access it here -

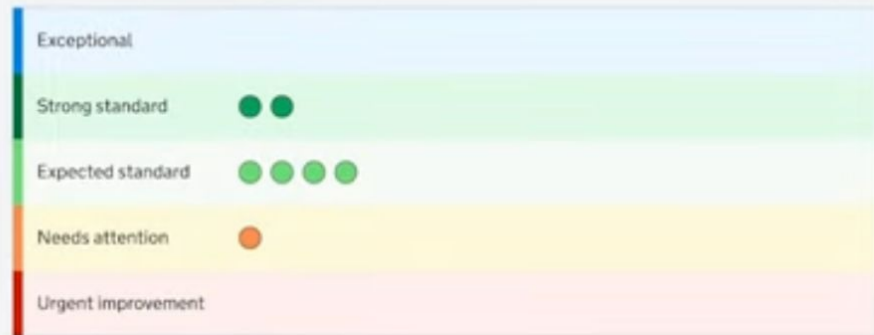
<https://www.gov.uk/government/news/ofsted-confirms-changes-to-education-inspection-and-unveils-new-look-report-cards>



Report cards (confirmed on 9th September 2025)

Primary School
Address: School Lane, Old Town, Home County, HC4 5DF
Unique reference number (URN): EG12345

Inspection report: 25 June 2024



Safeguarding standards met
[Show](#)

Strong standard [What does this mean](#)
[Curriculum and teaching](#) [Show](#)

Strong standard [What does this mean](#)

[Curriculum and teaching](#) [Show](#)

[Early years](#) [Show](#)

Expected standard [What does this mean](#)

[Achievement](#) [Show](#)

[Inclusion](#) [Hide](#)

Leaders and staff build trusting relationships with families. This contributes towards parents feeling fully involved in the decisions made about their child and pupils feeling confident and well-supported to access all the school has to offer.

Staff have high expectations for all pupils and have been trained well to identify when pupils need extra help. As a result, pupils receive timely support and can continue learning successfully alongside their peers. Teachers and support staff meet regularly to review how well this support is working and make changes quickly when it is not. This helps pupils who find learning more difficult to remain engaged in class.

Pupils with SEND take a full part in school life, including those who attend the resourced provision. Staff in the resourced provision plan carefully with class teachers, so pupils learn in step with their peers. Leaders work closely with other professionals and the local authority to ensure pupils receive timely support which makes a clear difference to their daily experiences. Therapists and other specialists give pupils targeted help with their communication or emotional needs. This helps pupils to gain confidence and succeed in their learning.

Leaders use pupil premium funding to provide a wide range of pastoral support, including extra-curricular experiences for disadvantaged pupils. These opportunities build pupils' confidence and self-belief and encourage teamwork and cooperation. However, leaders have not used the pupil premium funding to the same success to support pupils' learning in the classroom. While leaders are in the process of addressing this, particularly in mathematics, further work is needed to understand whether the pupil premium strategy is having the desired impact.

and detailed written explanations

- Report cards aimed at parents
- At a glance summary
- + Detailed explanation for each of the 9 areas

Primary School

Address: School Lane, The Town, Northampton, Northamptonshire

Ofsted registration number: 109931012345

Inspection report: 26 June 2024

Overall	
Strong standard	●●
Expected standard	●●●●
Requires attention	●
Significant improvement	

● Safeguarding standards met

● Strong standard ●

1 page

Evaluation areas

- Safeguarding

1. Inclusion

2. Curriculum & teaching

3. Achievement

4. Attendance & behaviour

5. Personal development & well-being

- Early years (where applicable)

- Post-16 (where applicable)

6. Leadership and governance

Access it here -

<https://www.gov.uk/government/news/ofsted-confirms-changes-to-education-inspection-and-unveils-new-look-report-cards>



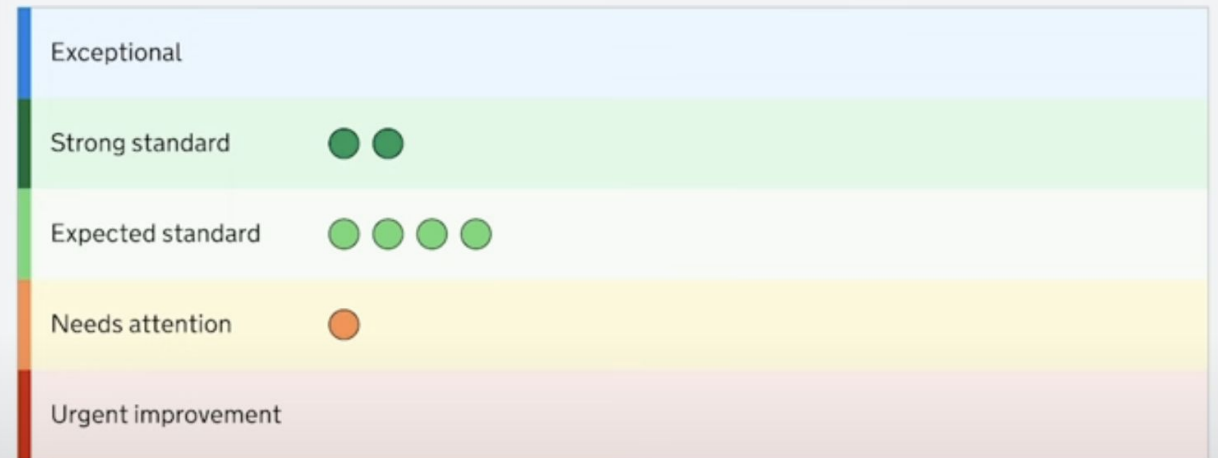
Home > Search > Primary School

Primary School

Address: School Lane, Old Town, Home County, HC4 5DF

Unique reference number (URN): EG12345

Inspection report: 25 June 2024



✓ Safeguarding standards met

⌵ Show

Evolution of evaluation areas

2015 Common Inspection Framework	2019 Education Inspection Framework	2025 Framework
Teaching, learning & assessment	Quality of education	Inclusion
		Curriculum & teaching
Outcomes		Achievement
	Behaviour & attitudes	Attendance & behaviour
Personal development, behaviour & welfare	Personal development	Personal development & well-being
Leadership & management	Leadership & management	Leadership & governance
		+ Early years/ post-16 + Safeguarding (met/not met)



A summary of the state-funded school inspection toolkit

- No special paperwork!
- **Safeguarding** (met/not met) - open & positive culture, leadership, SEND, policies & practices inc. prevent, recruitment, child-on-child violence, individual responsibilities & multi agency partners
- **1. Inclusion** - socioeconomically disadvantaged, SEND, LAC & protected characteristics to include a pupil premium strategy, Equality Act 2010, SEND Regs 2014 & section 69 of Children & Families Act 2014 + different ages/phases & provision types
- **2. Curriculum and teaching** - inclusive and ambitious intent, effective implementation for all inc. broad, balanced, evidence informed & well-sequenced to develop knowledge & skills to enable all to thrive + use assessment to identify starting points, gaps, CfU & inform subsequent teaching
- **3. Achievement** - the impact, especially for disadvantaged, SEND ... considering progress made over time 'in national tests and examinations, where relevant' with a specific focus on 'foundational knowledge in language and communication, reading, writing and maths...'
- **4. Attendance and behaviour** - including punctuality, attitudes to learning of all pupils, routines & high expectations + an environment that is safe & free from bullying
- **5. Personal development and well-being** - curriculum & wider experiences that support success in later life to include SMSC & character
- + **Early years an/or post-16 provision**
- **6. Leadership and governance** - does provision enable every pupil to thrive and help raise standards of education and care, especially for ... to include a commitment to staff well-being and workload, professional learning and expertise, parental, professional and community engagement

Summary documents available here - <https://psch.la/Ofsted>

Source:

https://assets.publishing.service.gov.uk/media/68b9a6b8b0a373a01819fe4b/Schools_inspection_toolkit.pdf



Inspection toolkit - inclusion extract

Needs attention	Expected standard	Strong standard
<p>Inclusion is likely to be graded 'needs attention' when the 'expected standard' has not been met.</p> <p>This may include when one or more of the following applies:</p> <ul style="list-style-type: none"> ■ Leaders have only recently started to take appropriate action to identify and assess pupils' needs or reduce barriers to pupils' learning and/or well-being. ■ Weaknesses or inconsistencies in practice have a negative impact on a particular group of pupils. ■ Leaders' use of alternative provision has limited positive impact on pupils' learning and/or well-being. 	<p>Inclusion meets the 'expected standard' when all the following apply:</p> <p>Leaders identify pupils' needs quickly and accurately, including any emerging or changing needs. This includes the needs of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.</p> <p>Leaders have high expectations for these pupils. Typically, the support they provide (following specialist advice if needed) reduces barriers to their learning and/or well-being.</p> <p>Leaders take a graduated approach (as explained earlier), which means pupils' needs are generally met. Staff receive suitable training and support to implement this approach.</p> <p>Leaders have a secure understanding of these pupils' needs and the progress they make. They use appropriate evidence to inform their pupil premium strategy, including when selecting approaches to take. The strategy and approaches are generally understood and implemented by staff.</p>	<p>Inclusion meets the 'strong standard' when the 'expected standard' has been met and all the following apply:</p> <p>Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.</p> <p>Leaders and staff rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed. Strategies are systematically and skilfully adjusted as needed, so that they make a sustained difference to pupils' opportunities and experiences. Well-analysed, quantitative and qualitative data underpins leaders' decisions.</p> <p>Leaders ensure that the pupil premium strategy is implemented and monitored effectively, including through ongoing, high-quality training and support for staff.</p>

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[Home](#) > [Education, training and skills](#) > [Inspections and performance of education providers](#)

Press release

Ofsted confirms changes to education inspection and unveils new-look report cards

Today, Ofsted has set out a renewed approach to education inspection that will give parents better and more detailed information, is fairer on professionals, and – crucially – will help raise standards for all children.

From: [Ofsted](#)

Published 9 September 2025

<https://www.gov.uk/government/news/ofsted-confirms-changes-to-education-inspection-and-unveils-new-look-report-cards#:~:text=Key%20changes%20include%3A,strengths%20and%20areas%20for%20improvement>

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- **Attendance and behaviour** - including punctuality, attitudes to learning of all pupils, routines & high expectations + an environment that is safe & free from bullying
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Inspection toolkit - curriculum and teaching extract

Needs attention	Expected standard	Strong standard
<p>Curriculum and teaching are likely to be graded 'needs attention' when the expected standard has not been met.</p> <p>This may include when one or more of the following applies:</p> <ul style="list-style-type: none"> ■ Leaders' ambitions for the curriculum and teaching are appropriate, but weaknesses or inconsistencies in implementation have a negative impact on pupils in general or on a particular group. ■ Leaders have only recently started to take action to improve the curriculum and teaching. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work. ■ Leaders have considered appropriate adaptations to teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, but these adaptations are not well matched to pupils' needs. 	<p>Curriculum and teaching meet the 'expected standard' when all the following apply:</p> <p>Leaders have an accurate and informed understanding of the quality of the curriculum and teaching across the school. They draw on this when deciding how to deploy staff and allocate resources, and to identify when timely action is needed to bring about improvement.</p> <p>Leaders ensure that the curriculum is suitable and well planned for each subject and year group. It identifies clear end points and is appropriately sequenced to build on what has already been taught and learned.</p> <p>Leaders ensure that the curriculum is generally taught well. Teachers draw on their knowledge of pupils' needs and starting points and an evidence-informed understanding of effective teaching and how pupils learn.</p> <p>Leaders make sure that teachers have, or gain, the expertise they need for the subjects and phases they teach.</p> <p>Leaders ensure that all pupils who are at the early stages of learning to read are taught to do so through systematic synthetic phonics.</p> <p>Leaders and staff are particularly aware of pupils who have not yet secured the necessary</p>	<p>Curriculum and teaching meet the 'strong standard' when the 'expected standard' has been met and all the following apply:</p> <p>Leaders make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well pupils have learned what was intended.</p> <p>Leaders ensure that the curriculum is of a consistently high quality across subjects and year groups. Leaders have a sophisticated understanding of the differences between subjects, so that pupils' learning at each stage can be secured quickly and shaped carefully in the anticipation of future learning.</p> <p>Leaders ensure that the curriculum is consistently taught well. Highly effective teaching is embedded across subjects and year groups. Teaching ensures that pupils consistently develop their language and vocabulary, both spoken and written, and increase their reading competency, across subjects.</p> <p>Teachers consistently make highly effective choices about what to teach, and when and how to teach it, in the context of the subject, phase and pupils' needs.</p>

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Inspection toolkit - achievement extract

Needs attention	Expected standard	Strong standard
<p>Achievement is likely to be graded 'needs attention' when the 'expected standard' has not been met.</p> <p>This may include when one or more of the following applies:</p> <ul style="list-style-type: none"> ■ Although many pupils achieve well, a significant minority have gaps in their learning, which hinders their achievement. ■ Leaders have only recently started to take action to improve achievement. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work. ■ Pupils' attainment and progress are inconsistent or not as good as they need to be over time. ■ Leaders are taking appropriate action to improve the achievement of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. However, currently, a significant 	<p>Achievement meets the 'expected standard' when all the following apply:</p> <p>On the whole, pupils are ready for the next stage of education, employment or training. They generally have appropriate knowledge and skills across the curriculum, as reflected in the quality of their responses and the work they produce.</p> <p>Pupils develop the foundational knowledge and skills they need, including language and communication skills. Pupils who are at the start of their education (and older pupils, where necessary) largely secure the necessary accuracy and fluency in word reading, spelling, handwriting and number facts. Any gaps in pupils' foundational knowledge or skills are closing quickly.</p> <p>On the whole, pupils achieve well. This will be reflected in their attainment and progress in national tests and examinations, which are broadly in line with national averages, including for disadvantaged pupils.</p> <p>Disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being generally make suitable progress from</p>	<p>Achievement meets the 'strong standard' when the 'expected standard' has been met and all the following apply:</p> <p>Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, consistently achieve well, develop detailed knowledge and skills, and produce high-quality work across the curriculum.</p> <p>Typically, this achievement will be reflected in above-average outcomes in national tests and examinations over time, including for disadvantaged pupils. Any gaps are quickly narrowing.</p> <p>All pupils, including the groups above, are consistently well prepared for the next stage in their education, employment or training.</p>

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Inspection toolkit - attendance and behaviour extract

Needs attention	Expected standard	Strong standard
<p>Attendance and behaviour are likely to be graded 'needs attention' when the 'expected standard' has not been met.</p> <p>This may include when one or more of the following applies:</p> <ul style="list-style-type: none"> ■ Leaders have appropriate ambitions and/or expectations for pupils' attendance, behaviour and attitudes, but weaknesses or inconsistencies in practice mean that these have a limited impact on pupils or a particular group of pupils. ■ Leaders have only recently started to take action to improve pupils' attendance, behaviour and/or attitudes. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work. ■ Support for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being is not improving their attendance, behaviour and/or attitudes to learning. 	<p>Attendance and behaviour meet the 'expected standard' when all the following apply:</p> <p>Leaders and staff have an informed and accurate understanding of matters related to attendance, behaviour and attitudes. They establish effective strategies to tackle any issues.</p> <p>Leaders establish high expectations for all pupils about behaviour, built on positive relationships, and on rules and routines that staff and pupils generally understand.</p> <p>Leaders ensure that staff maintain and reinforce the same high expectations, acting as role models and teaching positive behaviour.</p> <p>Leaders and staff generally apply agreed rules and sanctions effectively. Suspension and permanent exclusion are used appropriately.</p> <p>Leaders and staff usually ensure that incidents of bullying, unlawful discrimination, harassment, victimisation, physical and/or sexual violence and derogatory language are dealt with quickly and effectively.</p> <p>Pupils generally behave well, follow the agreed school routines and show positive attitudes to</p>	<p>Attendance and behaviour meet the 'strong standard' when the 'expected standard' has been met and all the following apply:</p> <p>Leaders and staff have established a culture that is highly conducive to learning, in which pupils of all ages flourish. Leaders respond to the school's and pupils' changing circumstances and needs swiftly and skilfully.</p> <p>Pupils show self-discipline and dedication to their learning. They learn how to manage their own emotions and resolve conflict with others. They consistently show high levels of respect for others and rarely need to be reminded about positive behaviour. Older pupils' behaviour, including consideration for others, sets an excellent example.</p> <p>Tailored and responsive reasonable adjustments and adaptations, interventions and/or support for pupils who need help to improve their behaviour have a demonstrable impact.</p> <p>The importance of high attendance is consistently promoted well by leaders and staff. High-quality training and support enable them to have supportive but challenging</p>

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Inspection toolkit - personal development and well-being extract

The personal development programme

In gathering evidence about the personal development programme, including pupils' SMSC development, inspectors consider the extent to which:

- the personal development curriculum meets statutory requirements
- the curriculum and wider opportunities prepare pupils for life beyond school
- pupils develop their ability to be reflective about their own beliefs (religious or otherwise) and perspective on life, including developing their knowledge of, and respect for, different people's faiths, feelings and values
- pupils gain a sense of enjoyment and fascination in learning about themselves, others and the world around them, using imagination and creativity in their learning and being willing to reflect on their experiences
- pupils' talents and interests are nurtured, developed and extended through a range of opportunities
- pupils are willing to participate in – and respond to – artistic, musical, sporting and cultural opportunities
- pupils develop their ability to recognise the difference between right and wrong, including:
 - understanding the consequences of their behaviour and actions, and readily applying this understanding in their own lives
 - recognising legal boundaries and respecting the civil and criminal law of England
 - offering reasoned views about moral and ethical issues
- pupils learn how to manage their own emotions and resolve conflict with others
- pupils are given meaningful opportunities to:
 - prepare effectively for adulthood and life in modern Britain
 - acquire the knowledge they need to achieve and thrive in later life

Source:

https://assets.publishing.service.gov.uk/media/68b9a6b8b0a373a01819fe4b/Schools_inspection_toolkit.pdf

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Inspection toolkit - personal development and well-being extract

Needs attention	Expected standard	Strong standard
<p>Personal development and well-being are likely to be graded 'needs attention' when the 'expected standard' has not been met.</p> <p>This may include when one or more of the following applies:</p> <ul style="list-style-type: none"> Leaders have appropriate ambitions for pupils' personal development and well-being but weaknesses or inconsistencies in practice have a negative impact on pupils in general or on a particular group. Leaders have only recently started to take action to improve pupils' personal development and well-being. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work. Leaders have considered pupils' needs when developing the personal development programme, but it is not well matched to, or does not keep up with, their evolving circumstances. 	<p>Personal development and well-being meet the 'expected standard' when all the following apply:</p> <p>A coherent and appropriate programme of personal development extends across the taught curriculum and wider opportunities and experiences. It makes a positive difference to pupils and enables them to develop spiritually, morally, socially and culturally.</p> <p>The personal development programme includes a suitable and well taught RHE/RSHE programme, which develops pupils' knowledge.</p> <p>Pupils develop their understanding of, and respect for, protected characteristics, fundamental British values and cultural diversity in modern Britain.</p> <p>Pupils have a range of suitable opportunities that broaden their experiences and enable them to develop their talents and interests in areas such as the arts, music and sport.</p> <p>The school's careers education, where relevant, prepares pupils for future education, employment or training. The school is making steady progress towards the Gatsby benchmarks.</p>	<p>Personal development and well-being meet the 'strong standard' when the 'expected standard' has been met and all the following apply:</p> <p>Pupils develop secure and detailed knowledge across the personal, social, health and economic education, relationships and (where relevant) sex education programme and citizenship curriculum.</p> <p>Pupils are confident, resilient and independent. They are reflective, behave with integrity and cooperate consistently well with others. They are very well prepared for life beyond school.</p> <p>Leaders and staff have a deep understanding of all their pupils and are systematic in anticipating and identifying which individuals or groups might need additional pastoral support. What is provided is highly effective.</p> <p>Secondary-age pupils have a wide range of opportunities to learn about their options for education, support and training after school. The school engages well with employers in the local area to ensure that pupils are well informed. Pupils know what they need to do to achieve their ambitions.</p> <p>The programme of personal development is extensive and carefully tailored to the school's</p>



Inspection toolkit - leadership and governance extract



Needs attention	Expected standard	Strong standard
<p>Leadership and governance are likely to be graded 'needs attention' when the 'expected' standard has not been met.</p> <p>This may include when one or more of the following applies:</p> <ul style="list-style-type: none"> ■ Leaders have a broad awareness of the school's strengths and areas for development, but their actions lack precision and/or do not identify the underlying causes of any weakness and/or have unintended consequences for pupils or particular groups of pupils. ■ Leaders' actions to bring about improvement are largely focused on the right areas, but do not lead to improvement quickly enough. ■ Governors/trustees understand their broad roles and responsibilities but do not typically support and/or challenge leaders well. Their approaches to assuring themselves of the impact of leaders' work do not give them a precise picture of it. ■ Leaders are conscious of the implications any changes to practice may have on staff's workload, but they do not do enough to manage that 	<p>Leadership and governance meet the 'expected standard' when all the following apply:</p> <p>Leaders understand the school's context, strengths and areas for development. They have a clear rationale for their improvement priorities and largely take appropriate action to drive improvement across all key stages and areas of the school's work. If an aspect of the school's provision falls short of the expected standard, this is dealt with quickly and effectively.</p> <p>Governors/trustees ensure that the vision, ethos and strategic direction of the school are clearly defined, take account of context, and make sure that resources, including digital technologies, are used effectively. They typically support and challenge leaders appropriately, giving due regard to leaders' and staff well-being and workload.</p> <p>Leaders are role models of high expectations and professionalism. Staff have high expectations of what pupils can achieve.</p> <p>Leaders ensure that staff and governors feel valued and involved in the strategic direction of the school. Leaders provide meaningful opportunities for them to share perspectives</p>	<p>Leadership and governance meet the 'strong standard' when the 'expected standard' has been met and all the following apply:</p> <p>Leaders ensure that staff and governors feel valued and involved in the strategic direction of the school. Leaders provide meaningful opportunities for them to share perspectives and insights and collaborate throughout any change process.</p> <p>Leaders use their detailed and insightful analysis of school performance to evaluate the effectiveness of their provision. They accurately identify, monitor and act on priorities for improvement, leading to consistently strong standards across all areas of the school's work or rapid improvement in any areas where this is not the case.</p> <p>Leaders at all levels make a consistently positive contribution to the school's priorities and develop staff expertise as the key driver of improvement. They allocate enough time for staff to work together to achieve this. Staff understand their role in improving and sustaining standards and make a consistently positive contribution to this.</p>

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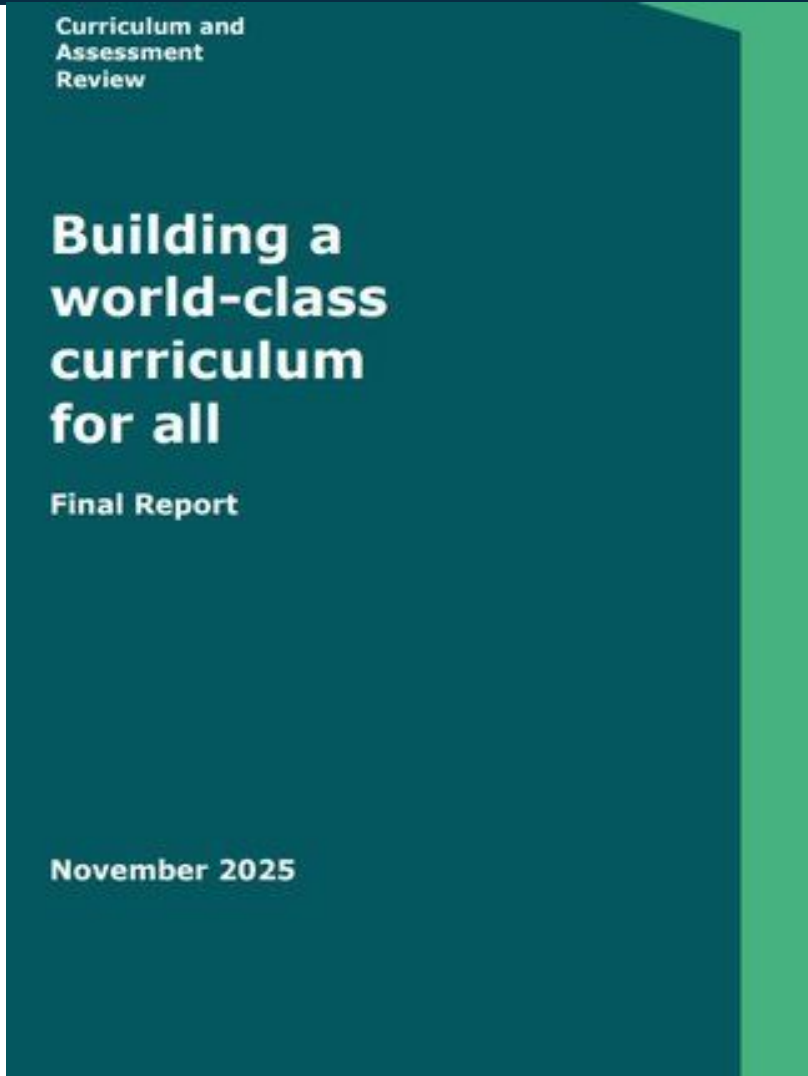
Summary

What should we be especially aware of?



1. **Quality** of your ^(2hr/wk) **curriculum** (inc **teaching & assessment**) remains a core focus
2. Shift from single grade to **report card** of multiple judgements on 5-point scale
outstanding  exceptional
3. Greater focus on **inclusion, SEND** & your **local context**
4. Emphasis on **staff** well-being, workload & PD opportunities
5.  evidence informed practice

How does the CAR tie in?



Physical Education (PE) in the Curriculum & Assessment Review:

- Status & importance
- Challenges & current issues
- Key recommendations:
 - Redraft the Purpose of Study
 - Clarity and Coherent Structure
 - Renaming the Qualification - GCSE Sports Science or GCSE Sports Studies
 - Inclusivity Review:
 - Specific Activity Review - dance, swimming & OAA

DfE's response:

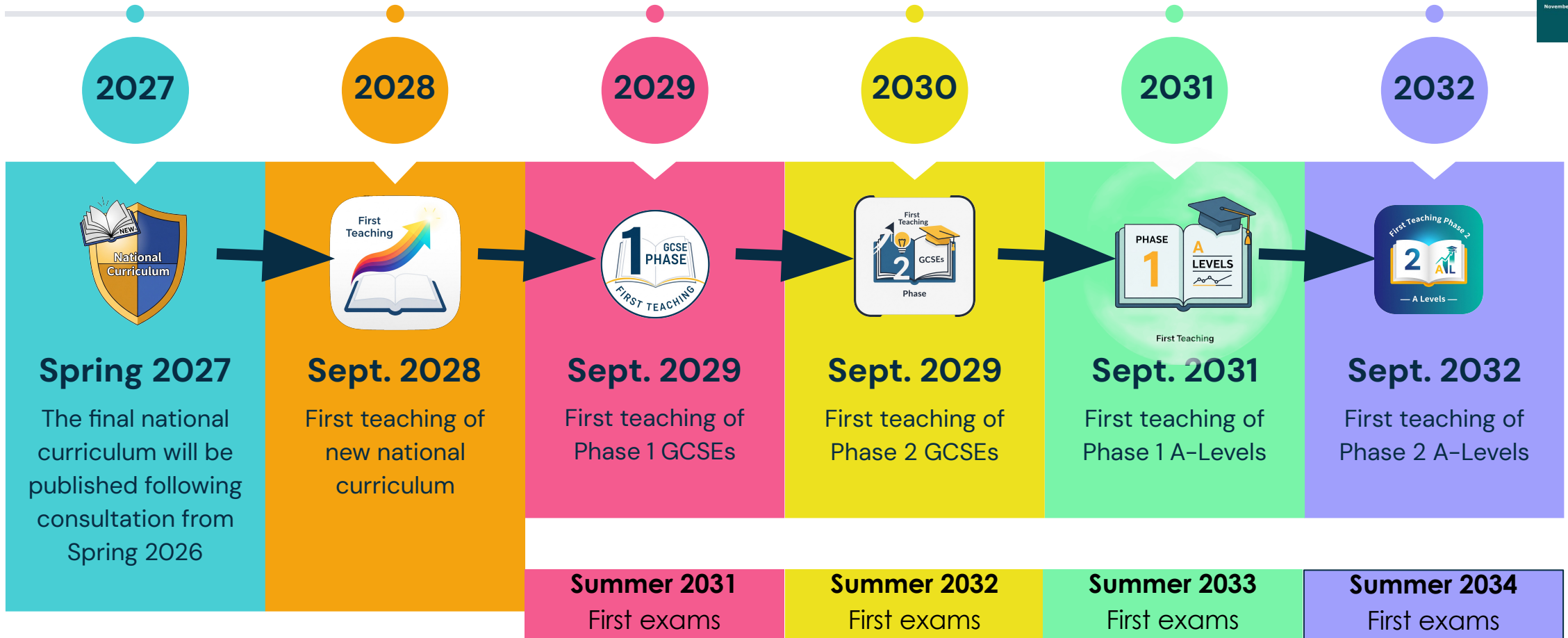
1. Importance of PE for holistic development
2. Need for 2hrs of high-quality PE with equality of access
3. New core enrichment entitlement includes sport & PA

Read in full here -

<https://www.pescholar.com/insight/curriculum-and-assessment-review-final-report/>



Timeline for national curriculum change



Note: the phased approach to GCSE & A Level introduction is not confirmed so schools need to be ready for draft frameworks in 2026 that will be confirmed in Spring 2027 to give teachers 4 terms to prepare for first teaching from September 2028.

Sources:

<https://www.pescholar.com/insight/curriculum-and-assessment-review-final-report/>

<https://educationhub.blog.gov.uk/2025/11/what-you-need-to-know-about-the-changes-to-the-national-curriculum/>

<https://schoolsweek.co.uk/new-curriculum-to-be-introduced-in-2028-as-review-published/>

afPE Future PE Curriculum Framework (1st May 2025)

- “Inclusive, learner-centred approach
- “Through movement based learning, PE enhances physical, cognitive, social, and emotional skills, equipping pupils with essential life skills like resilience, leadership, fair play, and communication
- “Physical literacy”
- “Inclusive, relevance and ambition”
- “Social justice”
- “Flexible, context-driven and collaborative ... to meet all pupils’ needs”



afPE Future PE Curriculum Framework (1st May 2025)

Core aims:

- To develop movement competence and confidence across a broad spectrum of activity contexts
- To evaluate and appreciate achievement and progression of movement, concepts and strategies
- To develop personal attributes and essential, transferable life skills through purposeful, challenging and enjoyable physical activity
- To adopt a lifelong and life-wide habit of being physically active



afPE Future PE Curriculum Framework (1st May 2025)

Key features:

- Inclusive, relevant, and appealing to all learners.
- Personal, positive, and meaningful relationships with physical activity.
- Sufficient curriculum time: at least 2 hours weekly, as expected by the government, for all 3–18 year olds.
- A broad and balanced range of experiences both indoors and outdoors.
- A driver for school improvement in areas such as attendance, behaviour, and attainment.



afPE Future PE Curriculum Framework (1st May 2025)

Description of Contexts:

- Adventurous
- Co-operative and competitive
- Creative
- Health, fitness and wellbeing

Key stage focus:

- Early Years and KS1: Develop fundamental movement skills and early social skills.
- KS2: Build on movement skills and social interaction, develop understanding of body mechanics, and introduce life skills (e.g. water safety).
- KS3: Broaden activity exposure, explore various roles in physical activity (leader, coach, official), and reinforce links between movement, health, and academic success.
- KS4 and KS5: Focus on sustaining physical activity habits, civic responsibility through volunteering/officiating, and using movement for mental and emotional wellbeing.



Understanding the New Ofsted Inspection Framework implications for PE

01



What has driven the changes to Ofsted's new inspection framework and what is its main focus?

02



What are the main evaluation areas now and what can schools expect from an inspection?

03

How should PE prepare for and contribute positively to an inspection?

04

What changes do you need to prioritise to ensure your provision meets the needs of all your learners?



The Future of Physical Education

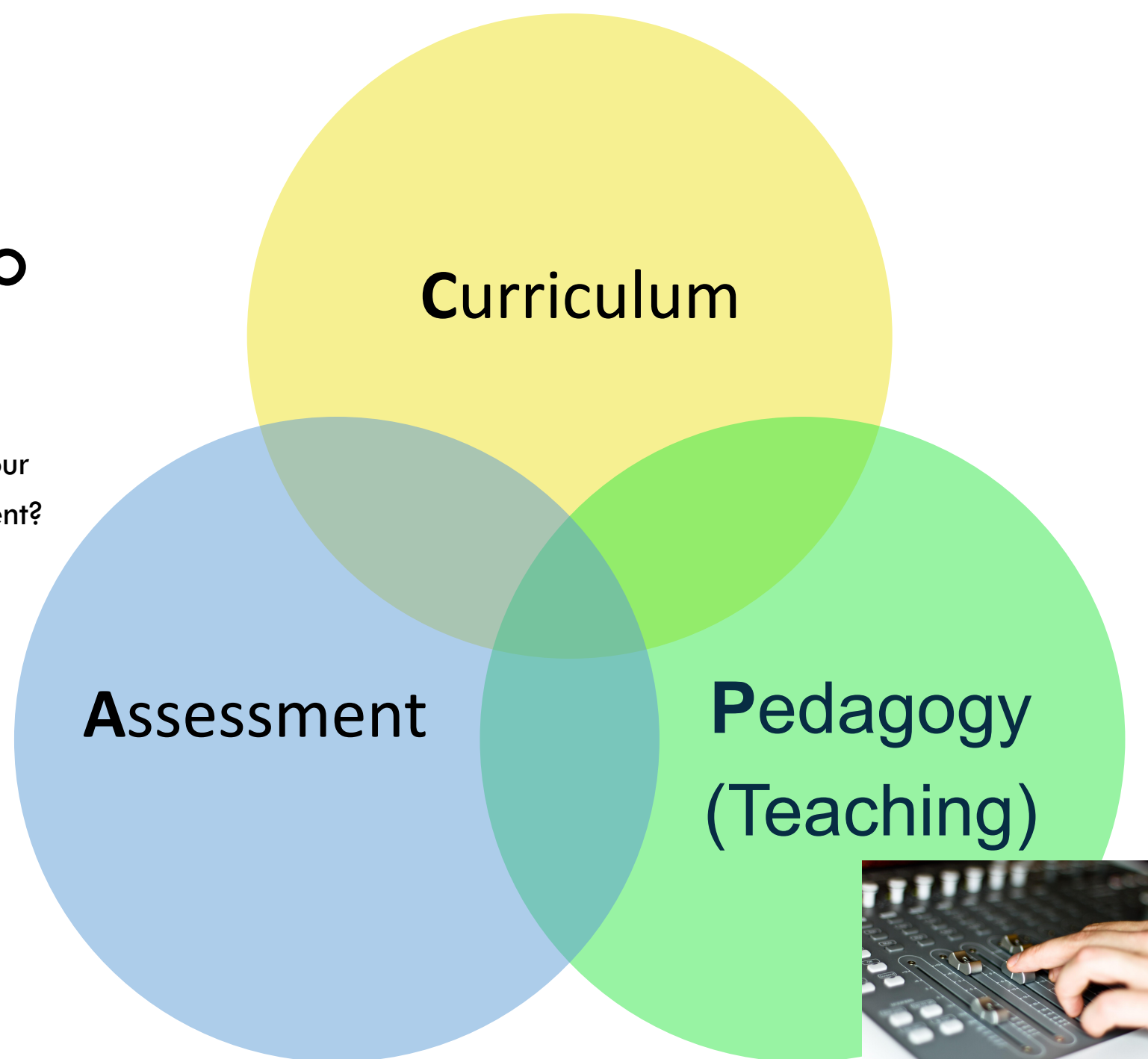
Whose hands
is it in?



YOURS!

As we continue to
nudge practice
forwards... which is your
superpower & your nemesis at the moment?

Put on your thinking
C.A.P. to support
better learning



Holistic learning threads in physical education



Move

- movement competence
- physical fitness
- application of tactics, strategies and compositional ideas
- performance and competition



Think

- knowledge of rules, tactics, strategies and compositional ideas
- knowledge of healthy, active living
- decision making, problem solving and creative thinking
- evaluation, analysis and reflection



Feel

- personal and emotional - independence, self-awareness, resilience and responsibility
- engagement and enjoyment - confidence, motivation and a sense of belonging in sport and physical activity



Connect

- teamwork and leadership - communication, cooperation, trust and emotional intelligence
- cultural and ethical awareness - socially just behaviours, fair play, empathy and trust in others



How should PE prepare?

1. What aspect of inspection has its own evaluation area AND features in every category?
2. What 4 pupil populations should you focus on?
 - a. Socioeconomically disadvantaged
 - b. SEND inc. EHCP
 - c. LAC & PLAC
 - d. Protected characteristics
3. How could Pupil Premium funding support your provision in PE & access to enrichment?
4. How skilled are PE staff at ensuring inclusion is at the heart of every lesson?

1

**Prioritise:
Closing the
equality gap**



How should PE prepare?

1. Can you articulate the learning journey you take students on?
2. How does your curriculum build attitudes, skills and knowledge?
3. Is your curriculum map well-sequenced with clear progression points?
4. Does teaching align with current research-informed approaches?

2

Context,
curriculum and
coherence

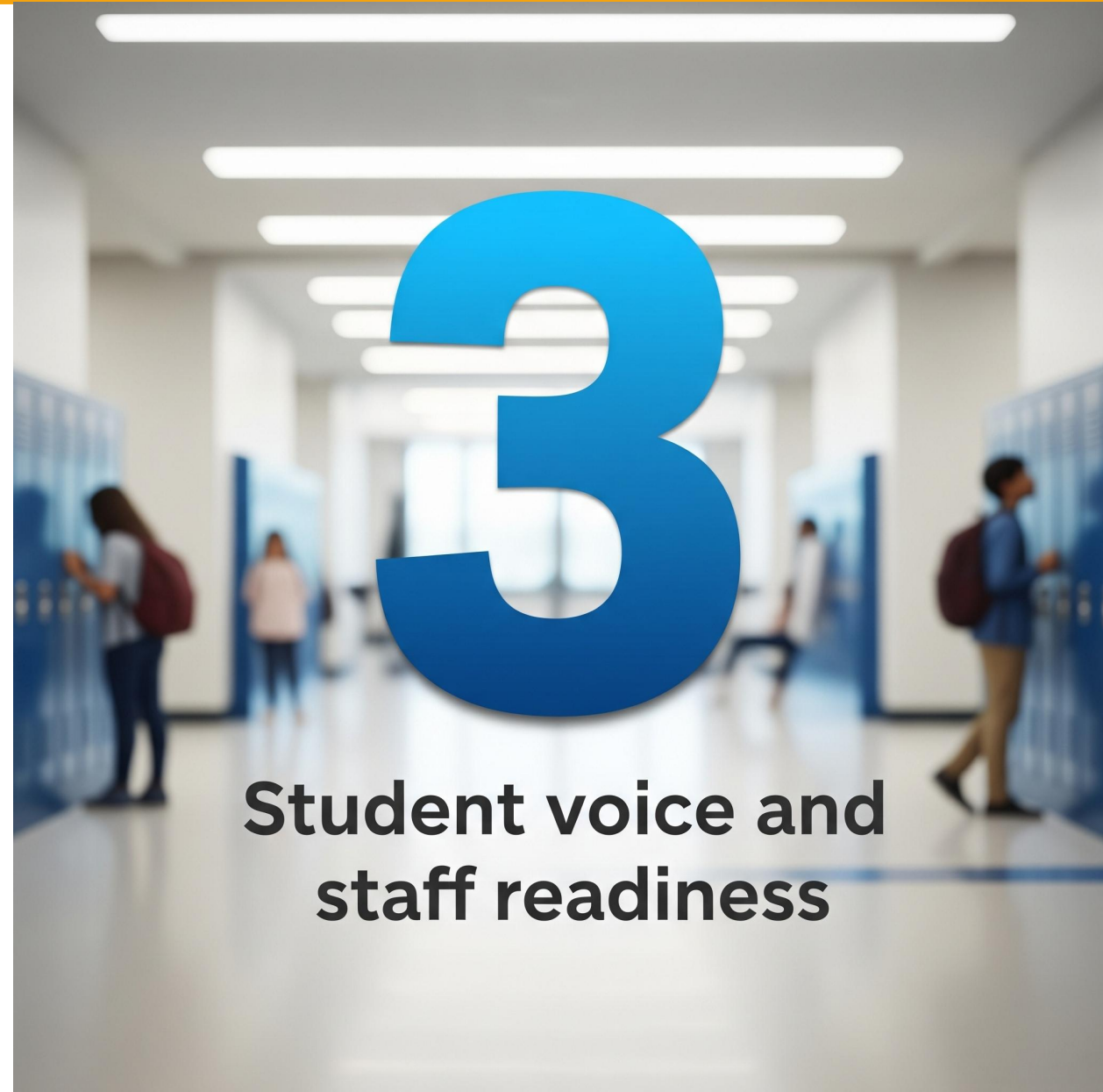
How should PE prepare?

What would students say if an inspector asked them:

1. Why is PE important for your future?
2. Where are you in your learning, how do you know and what are your next steps?

What would staff say if they were asked:

1. Are you confident in what you are teaching?
2. Do you feel well supported in your workload and well-being?



**Student voice and
staff readiness**

Are you MAD?

Making A Difference?

Recall a **disadvantaged/SEND student** that you have 'Made A Difference' for in the last month and tell us about it.

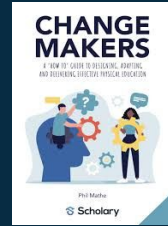
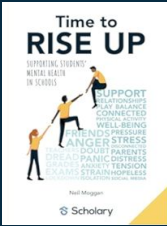
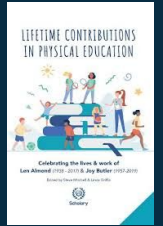
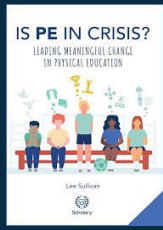
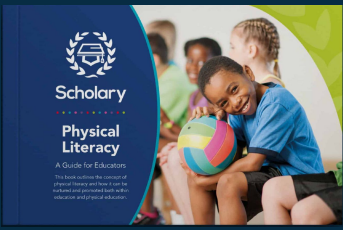
What did you do, what was the outcome and how did you feel?



Your commitment to change starts with a K.I.S.S

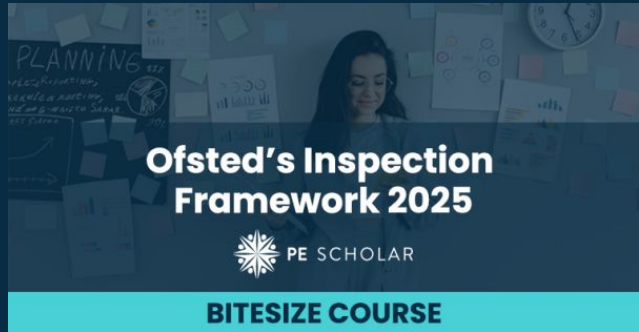
Capture a summary of your planned change in the following areas:

	Statutory Curriculum PE	School Sport	Physical Activity	People management
Keep – what will you keep doing as it's working?				
Improve – what will you tweak to do slightly better and why?				
Start – what will you start doing and why?				
Stop – what will you stop doing and why?				



CPD & Courses

<https://youtu.be/IFGaGBr71Ug>



Books

Insight: Blogs & Podcasts

Resources

Contact us via:
www.pescholar.com

<https://www.pescholar.com/resource/positive-experiences-pe-pack/>





What has been the most valuable bit from this session?



<https://psch.la/PEfeedback>

Email:

will@pescholar.com or liz@pescholar.com

Find us:

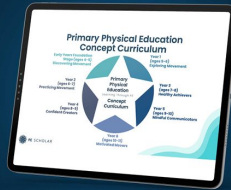
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Summary docs & these slides available for @PE Scholar members here - <https://psch.la/Ofsted>

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