Physical Education Quality Standards for Talent Development

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THE NATIONAL PE, SCHOOL SPORT AND CLUB LINKS STRATEGY

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WHY SHOULD I READ THIS DOCUMENT?

This document offers guidance on how schools might improve the quality of Gifted and Talent practices to meet the needs of their pupils in PE. Every school has Gifted and Talented pupils, and these pupils, once identified, require high quality teaching and support to help them fully realise their talents.

WHAT IS GIFTED AND TALENTED EDUCATION IN PE?

Gifted and Talent education in PE is the process of identifying, selecting, providing for and supporting the most able pupils. As an integral part of PE, Gifted and Talent education should reflect the aims, content and outcomes of the school's overall PE programme. High quality Gifted and Talent education draws on, and extends, the knowledge and skills that underpin effective PE teaching. So, Gifted and Talented education should prove an exciting challenge for teachers, and have a positive impact on the learning of all pupils, not just those currently identified as talented.

WHO ARE THE GIFTED AND TALENTED PUPILS IN PE?

Pupils are recognised as Gifted and Talented when they demonstrate high-level ability within the full range of PE contexts, or have the potential to do so. Specifically, it is suggested that Gifted and Talented pupils excel in one or more of the following abilities that reflect the full range of PE.

Gifted and Talented pupils in PE are likely to excel in one or a combination of these abilities. Alternatively, they may give clues that, offered sufficient support, they could excel. This means that schools should seek to identify and provide teaching and support to develop the full range of abilities within PE.

Physical ability is revealed through pupils' competence and fitness to perform a range of physical activities.

Social ability is exhibited in social contexts, and is the basis of leadership, teamwork and similar concepts.

Personal ability underpins an individual's capacity for self-regulation, self-belief and commitment to mastery.

Cognitive ability is shown in planning and compositional settings, as well as knowledge and understanding of central physical educational concepts.

Creative ability is evidenced when learners respond to challenges and tasks with fluency, originality, and sensitivity to problems.

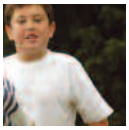
WHAT ARE THE QUALITY STANDARDS?

The focus of this document is the introduction of a set of Quality Standards, or measures of high quality practice in the support of Gifted and Talent pupils in PE. These are supported by Quality Steps, which offer suggestions of processes and practical activities that will allow the Quality Standards to be addressed.

(The Quality Standards for PE have been designed to operate in conjunction with the Institutional Quality Standards, and generic Classroom Quality Standards.

For further information, see G+TWISE, *Finding Out More*).

The Quality Standards are an important part of the Physical Education, School Sport and Club Links (PESSCL) programme, run jointly by the Department for Education and Skills (DfES) and the Department for Culture, Media and Sport (DCMS). PESSCL's Gifted and Talented strand is dedicated to improving the range and quality of teaching, coaching and learning for talented pupils in order to raise their attainment, aspirations, motivation and self-esteem.



Theme 1:
Identification

Pupils are recognised as talented when they demonstrate high level ability within the full range of PE contexts, or have the potential to do so

Quality Standards for Identification

Entry	Developing	Exemplary
Teachers		
PE department recognise a wide range of abilities inherent within PE, but identification strategies relate primarily to ability in sport	PE department policy and practice demonstrates the identification of abilities other than ability in sport	Identification strategies directly relate to the full range of abilities inherent within PE
School has a database on pupils' talents using one or two criteria from either sports or curricular PE domains	School regularly reviews the database for talented pupils in PE and begins to use this information to inform database developments	School maintains a detailed database, including information on pupils' achievement in other subject areas, National Curriculum levels, ex-curricular participation, and representative honours
There is an assessment of potentially talented pupils with Special Educational Needs, disabilities, or medical conditions	Some identification strategies have integrated flexibility to allow pupils with Special Educational Needs, disabilities, or medical conditions to access talent development programmes	Identification strategies are sufficiently flexible to facilitate the assessment of pupils with Special Educational Needs, disabilities or medical condition, utilising existing strategies (e.g., Disability Sport)
Feeder schools provide the Secondary school with information on talented pupils in KS2	Secondary school PE department and Primary school PE co-ordinator develop a mechanism for recording and transferring quality information on talented pupils in PE from KS2 to KS3	Formal procedures are in place that ensure feeder schools provide quality information related to pupils' abilities in PE
Pupils		
Talent identification involves pupils' own perception of their abilities	Evidence from pupils' perception of their own ability contributes to talent identification	Evidence from pupils' own assessment, peer assessment and nomination in a range of environments contributes to talent identification
Talent development opportunities are advertised to all pupils	Specific guidance on generic existing talent development practices is given to pupils with Special Educational Needs, disabilities or medical conditions	Pupils with Special Educational Needs, disabilities or medical conditions are fully aware of talent development opportunities that relate to their specific needs

Quality Steps

Existing identification strategies are assessed to measure accessibility for pupils with Special Educational Needs, disabilities, or medical conditions	*Access onto talent development programmes for pupils with Special Educational Needs, disabilities or medical conditions is monitored and reviewed on a regular basis*
School assesses the best methods for widening its database to include more detailed information on existing talented pupils in PE	*School regularly assesses the most effective methods for establishing a comprehensive database for assessing the abilities of all pupils in PE*

The 'Quality Standards' are measures of high quality practice in the support of Gifted and Talented pupils in PE. The Quality Standards Framework is broken down into ten Themes, which equate directly with the generic Classroom Quality Standards, which will be circulated to all schools shortly.

Each 'Theme' consists of a series of descriptive statements of outcomes. These statements are organised around three levels of practice: 'Entry', 'Developing' and 'Exemplary'. These levels relate to OfSTED rating, as follows:

QS level	OfSTED rating
Entry	Satisfactory
Developing	Good
Exemplary	Outstanding

Progress between levels of the Quality Standards is supported by 'Quality Steps', which offer suggestions of processes and practical activities.

HOW CAN I USE THE QUALITY STANDARDS?

This document has been designed to help schools evaluate and improve the quality of their Gifted and Talented practices in PE. It should be used alongside the National Curriculum, QCA guidance and the OfSTED framework, as well as schools' own self-evaluation processes. Due to the diverse ways in which Gifted and Talented education is organised in schools, this document does not prescribe who should lead the implementation. Rather, it offers sufficient flexibility to allow for different school management systems. However, it does suggest a set of responsibilities that are crucial for the effective development of talent in PE.

This document can be used:

1. *As a framework for self-evaluation*

The Quality Standards are specific and structured, and allow schools to make judgements about their current performance, about obstacles to progression, about professional development requirements, and about opportunities to work with other agencies, as well as the actions they need to take to move forward.

2. *As a framework for development*

The Quality Standards can also be used as the basis of improving the quality of Gifted and Talented practices. Each set of Quality Standards is supported by Quality Steps, which are practical strategies for facilitating development.

SELF-EVALUATION

This self-evaluation framework has been designed to enable departments and schools to measure their performance and progress. It offers a tool to:

- Measure their level of practice within each of the Quality Standards Themes;
- Make a judgement about the overall level of practice within the Department or School;
- Identify targets to be included in the School Improvement Plan;
- Prioritise where additional support is needed;
- Gather evidence to be incorporated into OfSTED's self-evaluation form.

During the self-evaluation process, a department or school may discover that its level of practice is not uniform across Themes or statements. Schools may also discover that some individual classes, teams of teachers, age phase groups, year groups or departments/faculties work at different levels than others in some areas.

Consider, for example, an imagined school whose school-level self-evaluation produces the following result:

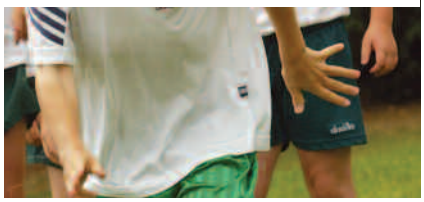
Theme	Entry	Developing	Exemplary
Identification		✓	
Subject Knowledge	✓ (prof. dev. for subj. kn. needs attention)		
Learning & Teaching			✓
Planning & Setting Expectations			✓ (especially in Talent subjects)

The summative judgement of this school's practice suggests:

- A variety of levels;
- Certain strengths and weaknesses;
- An objective basis for Action Planning;
- Possible priorities for professional development

FINAL THOUGHT

Used effectively, the Quality Standards can contribute to the development of a dynamic, action-orientated approach to talent development in physical education. By prioritising communication between all of those involved in the development of pupils' talents, they can act as a vehicle for whole-department and whole-school planning, prompting fundamental conversations about learning, teaching and assessment in physical education. Ultimately, they should make a significant contribution to provision of quality physical education for all pupils.



Theme 1: Identification

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Quality Standards for Identification

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Quality Steps

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Quality Steps *continued*

Secondary school initiates opportunities for liaison between Secondary school PE department and Primary school PE co-ordinator to discuss the transference of talented pupil information from KS2 to KS3	*Secondary school has clear guidelines for the use of information in profiling incoming talented pupils from KS2 to KS3*
Existing teaching and assessment strategies are reviewed to assess opportunities for widening the scope of identification strategies used	*New practices are incorporated into current teaching and assessment practices to enable a wide range of abilities to be identified abilities of all pupils in PE*
An audit of pupils' perception of their own ability is conducted	*An audit of pupils' perceptions of their peers resulting in peer nomination is conducted*

Theme 2:
Subject Knowledge

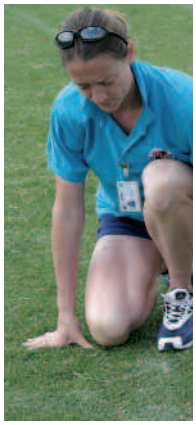
Pupils' learning is positively affected by the knowledge, skills and understanding of those who support them

Quality Standards for Subject Knowledge

Entry	Developing	Exemplary
Teachers		
Responsibility for the identification of, and the provision for, talented pupils is held by a single member of department	A range of staff are involved in the identification and the provision for talented pupils and this is coordinated by a PE talent coordinator	All PE staff are involved in the identification and the provision of talented pupils in PE
School establishes a professional development programme in line with subject specific guidance on talent development procedures in PE	A comprehensive and needs-based professional development programme is provided for all teachers involved in the development of talent in PE	A comprehensive and needs-based professional development programme is provided for all teachers and adults-other-than-teachers (AOTTs) involved in the development of talented pupils in PE
Success criteria are established and used to monitor pupil progression	PE department directly relates professional development activities to deficiencies in existing talent development provision	Increase in pupil opportunities is used as a success criteria for the evaluation of professional development activities
PE teachers adopt an active role in the development of talented pupils	Time is allocated for teacher experience and expertise to be offered to other teachers and talented pupils	A support structure is in place in which teacher expertise is used effectively

Quality Steps

Departmental meetings address issues related to the identification of, and provision for, talented pupils	*Professional development opportunities are used to enhance the departmental understanding of the identification and provision processes*
School conducts a training needs analysis of all teachers involved in the development of talent in PE	*PE department apply outcomes of professional development activities into formulating appropriate success criteria that will increase pupil opportunities*



Theme 3: Learning and Teaching

Pupils' unique needs are met through a differentiated, flexible, progressive and inter-agency approach

Quality Standards for Learning and Teaching

Entry	Developing	Exemplary
Teachers		
School talent development policy for PE reflects elements of generic PE policies	School talent development policy for PE demonstrates evidence of generic G&T and PE policies	There are clear and explicit links and evident consistency between generic G&T and PE policies in the talent development policy for PE
Some activites are provided for talented pupils that both enrich and accelerate learning	There is a variety of enrichment and acceleration activities within the school	There is a broad range of enrichment and acceleration activities within and beyond the school, which enable talented pupils in PE to learn in an effective way
Principles of differentiation and flexibility are reflected in mainstream curricular provision	Differentiated practice is adapted to meet the distinctive needs of talented pupils in PE	Mainstream curricular provision is adapted, modified or replaced to meet the distinctive needs of talented pupils in PE
There are opportunities for observation and discussion with colleagues in other age phases and subject areas	There are regular opportunities for PE teachers to observe and discuss good practice in provision for talented pupils both within their own and partnership schools	There is a structured programme of opportunities for PE teachers to observe good practice in providing for talented pupils both in other schools and other subject areas
Pupils		
Talented pupils are offered opportunities to work with either other G&T pupils within their own school or talented pupils in PE in other schools	Talented pupils in PE have opportunities to work alongside pupils with gifts and talents in other subject areas and in other schools	Talented pupils in PE engage in a structured programme of activities in which they work alongside pupils with gifts and talents in other subject areas and in other schools

Quality Steps

Schools examine strategies for effectively differentiating provision for talented pupils in PE	*Schools liaise with partner schools and other groups to construct a differentiated provision strategy for talented pupils in PE*
Communication and collaboration within and between subject areas and schools is facilitated by senior staff	*Collaborative planning opportunities become regular features of talent development practices*
Talented pupils are made aware of the opportunities to meet with other G&T pupils, both within school and out of school	*Talented pupils in PE are able to access information regarding programmes of activities to work alongside other pupils with gifts and talents*

Theme 4: Planning and Setting Expectations

Pupils' learning is supported by systematic planning and challenging target-setting

Quality Standards for Planning and Setting Expectations

Entry	Developing	Exemplary
Teachers		
Specialist Sports Colleges (SSC) include networked Secondary and Primary schools in their talent development policy	SSC talent development policy drives proactive work with Secondary and Primary schools	There is strong evidence of productive collaboration between SSC, Secondary and Primary schools in the design and implementation of talent development policies
Planning for talent development is part of a medium to long term departmental plan	The development of policy and planning for talent development in PE is based on teachers' experiences of talent development	Pupils and teachers discuss their experiences of talent identification, to contribute to future policy and planning
Pupils		
Pupils have access to written talent development policies in PE	Pupils recognise how talent development policies have an impact on their experiences of PE	Talented pupils in PE are fully aware of, and involved in, PE talent development policies within their school, and how these policies impact on their PE and general school experiences
A policy for talent identification practices in PE is included in the school handbook	Pupils have access to talent identification policy through handbooks, displays etc.	Pupils are fully aware of the strategies employed to identify talent in PE

Quality Steps

SSC provides collaborative opportunities to explore issues related to talent development policy and practices	*SSC, Secondary and Primary schools talent development policies are implemented and reviewed collaboratively*
School assesses unique demands of PE and, in liaison with the PE department trials a set of expectations	*Pupils in PE are made aware of the distinctive expectations they need to meet if they are to be identified as talented in PE*
Department discusses possible ways of raising pupil awareness of talent identification strategies	*Talent identification strategies are disseminated as an integral part of a PE lesson*

Theme 5: Assessment for Learning

Pupils' learning is supported by a process of seeking and interpreting evidence about their current performance and future needs

Quality Standards for Assessment for Learning

Entry	Developing	Exemplary
Teachers		
Formative and summative assessment of talented performance informs planning for talent development programmes	A range of assessment strategies is used to inform and direct the provision process	A portfolio of evidence gathered during identification is used to inform and direct the provision process
Pupils		
Pupils are encouraged to reflect upon their strengths and weaknesses within PE	Pupils are offered regular opportunities to reflect upon their strengths and weaknesses and how they can be developed	Pupils are fully aware of their strengths and areas for development, and the contribution provision strategies can make to this development
Talented pupils are encouraged to reflect upon their own learning and development in PE	Pupils engage in self- and peer-assessment in support of the development of their talents in PE	Self- and peer-assessment are integral features of the talent development programme in PE

Quality Steps

Schools review existing assessment strategies within PE and evaluate the appropriateness of their application in identifying talented pupils in PE	*Schools devise a workable, focussed portfolio format for the gathering of evidence related to the talent development of pupils in PE*
Pupils discuss their developing talents with mentors, PE staff or relevant individuals	*Pupils are supported in developing self-assessment strategies*

Theme 6:
Social and Emotional Needs

Pupils' social and emotional needs are recognised as vital elements of their healthy, overall development

Quality Standards for Social and Emotional Needs

Entry	Developing	Exemplary
Teachers		
School policy reflects support issues in terms of lifestyle management, flexible curriculum design and mentoring	School implements some strategies to support talented pupils in PE, including flexible curriculum design and mentoring	School implements a range of strategies to support talented pupils in PE, including lifestyle management, flexible curriculum design and mentoring
A mentor is used to support talented pupils in PE	Mentors suggest strategies for coping with sacrifices related to education	Mentors help talented pupils to develop strategies to help them cope with sacrifices related to education, peers and family
A mentor works with groups of talented pupils to understand and support their individual needs within PE	A mentor provides support for talented pupils in curricular and extra-curricular PE and begins to address their needs in other subject areas	A mentor provides a range of support to raise aspirations and achievements of talented pupils in PE and all aspects of their schooling
Lesson planning allows opportunities for discussion related to the impact of being talented in PE	Personal mentoring programmes are established to allow pupils to discuss their commitment outside of school	Pupils are supported in balancing the demands of their talent and their personal lives
Pupils		
Pupils are offered support on completion of the programme	Pupils exiting the talent development programme mid-way are fully supported	Pupils exiting the talent development programme at any stage are fully supported

Quality Steps

School organises development opportunities for teachers to discuss the assessment of pupils' needs	*School conducts training for mentors, parents, and teachers to explore the personal needs of talented pupils*
Mentors discuss with pupils their perception of sacrifices related to education, peers, and family	*Individual Education Plans are formulated by mentors in liaison with the pupils' parents, other subject teachers and peers*

Theme 7:
Classroom Ethos and Climate for Learning

Pupils work in a learning environment that is supportive and challenging

Quality Standards for Classroom Ethos and Climate for Learning

Entry	Developing	Exemplary
Teachers		
Teachers arrange a number of opportunities for pupils to meet role models	Role models, including older peers, act as mentors for talented pupils	Teachers ensure that pupils have regular and sustained access to role models and mentors within and beyond their school
Pupils		
Pupils regard gifts and talents as positive attributes	Pupils celebrate their talents and those of others	Pupils regard talent development in PE as part of an over-arching philosophy of achievement and aspiration for all pupils

Quality Steps

Pupils are regularly involved in school-based presentations of outstanding work	*Pupils receive explicit endorsement of the importance of talent and achievement for all*
Teachers maintain contact with talented pupils in a range of environments	*PE G&T co-ordinator investigates opportunities for talented pupils to meet role models and mentors within and beyond their school*

Theme 8: Resources

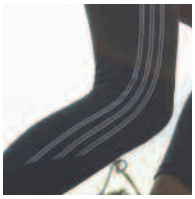
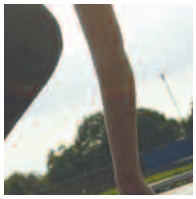
Pupils' learning is supported by appropriate resources, including materials and people

Quality Standards for Resources

Entry	Developing	Exemplary
Teachers		
School G&T co-ordinator cascades G&T information directly to all members of the PE department	The PE department has a PE G&T co-ordinator who is primarily responsible for updating the school G&T co-ordinator on progress within the PE department and for introducing innovative curricular provision practices within the department	The PE department nominates and supports a G&T co-ordinator for PE, who works in liaison with the school G&T co-ordinator, and is responsible for cascading the information to other members of the department and for sustaining on-going curricular provision for talented pupils in PE
Mentoring is used to support talented pupils in PE	The G&T co-ordinator in liaison with the PE department organises a programme of mentoring support for talented pupils in PE	Each identified talented pupil in PE has a designated mentor to meet them at regular intervals
PE teachers adopt an active role in the development of talented pupils	Time is allocated for teacher experience and expertise to be offered to other teachers and talented pupils	A support structure is in place in which teacher expertise is used effectively
Pupils		
Pupils have access to information relating to extended talent development opportunities offered by relevant internal and external individuals and groups	Pupils understand the different roles of relevant internal and external individuals and groups	Pupils understand the different roles of relevant internal and external individuals and groups, and the contributions they make to the development of their talent

Quality Steps

School G&T co-ordinator liaises with PE department in outlining key responsibilities and support mechanisms for PE G&T coordinator	*PE G&T co-ordinator has regular input into departmental meetings and acts as a mediator between school G&T coordinator and the PE department*
PE G&T co-ordinator liaises with relevant internal and external individuals and groups and assesses their input in the context of the holistic development of the talented pupil	*PE G&T co-ordinator develops a support plan for talented pupils in specific relation to the roles of relevant internal and external individuals and groups, and the contribution they make to the development of their talent*

Theme 9:
Parents, Carers, and the Wider Community

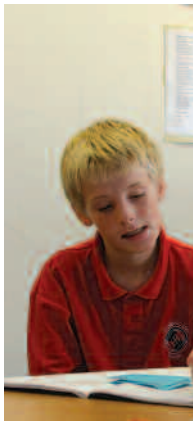
Pupils, parents and carers, as well as the wider community, are involved in partnership in meeting their needs

Quality Standards for Parents, Carers and the Wider Community

Entry	Developing	Exemplary
Teachers		
School recognises the role of sports, dance and similar groups in talent development policies	School works alongside PE teachers in evaluating the contribution relevant local groups can make to the development of talented pupils in PE	School has designed and implemented talent development policies in partnership with sports, dance and similar groups
School advertises potential pathways for talented pupils to extend their ability through participation in extra-curricular activities	School develops a range of links with local individuals and groups which directly enhances talent development in extra-curricular provision	School utilises expertise and willingness of local individuals and groups who can make a contribution to the talent development programme, both to curricular and extra-curricular provision
Pupils		
Pupils and parents are aware of talent development policies and practices	Pupils and parents understand that certain talent development practices in PE produce similar outcomes to talent development in other subject areas	Pupils and parents recognise that PE talent development policy and practices are part of an integrated whole school G&T programme
Parents of talented pupils are kept informed of talent development processes	Talent development policy includes a commitment to the increased involvement of parents of talented children	Parents of talented pupils in PE have regular opportunities to share input and make recommendations to PE G&T and G&T co-ordinator

Quality Steps

School facilitates opportunities for PE teachers to engage with relevant groups in the local community, including those who can make a contribution to extra-curricular provision	*School drives the design of policies which emphasise partnership between PE and local and national relevant groups and monitors the effectiveness of partnerships in raising the quality of experiences for talented pupils in PE*
School attaches PE talent development policy to existing correspondence to pupils and parents	*School embeds PE talent development policies in whole school G&T programme and offers opportunities for the dissemination of a unified approach to the education of G&T pupils*



Theme 10: Monitoring and Evaluation

Pupils' learning and development are gauged by evaluation involving all partners, including the pupil

Quality Standards for Monitoring and Evaluation

Entry	Developing	Exemplary
Teachers		
Teachers discuss their views of talent and talented pupils	Teachers discuss the effects of their own perceptions on the talent development process	Teachers have regular opportunities to discuss their perceptions of talent in PE, recognising the potentially limiting effects of their own beliefs and experiences
School conducts evaluation of the talent development programme within existing school framework	School bases the allocation of time and resources to conduct systematic evaluation of the talent development programme on the findings of a needs-based assessment	School allocates sufficient time and resources to conduct systematic evaluation of the talent development programme
Evaluation is based on exemplification of current practice	Evaluation identifies measures for improvement in talent development practices	Evaluation includes recognition of both strengths and areas for development
Evaluation is conducted across the age ranges and begins to demonstrate an understanding of differing variables among pupils	An evaluation method is based on valid and reliable principles of data collection and modified to suit the needs of a range of pupils	A variety of evaluation methods gather reliable and valid evidence, and they are appropriate to variations in age, developmental levels and other forms of diversity amongst pupils

Quality Steps

PE teachers discuss their perceptions and assumptions of talent in PE during meetings	*PE G&T co-ordinator collates information related to the effects of a teacher's beliefs, experiences and expertise on the talent development process*
School assesses the time and resources requirements for the successful evaluation of the talent development programme	*Success criteria for evaluative practices include the impact on future planning for talent development*
The validity and reliability of evaluative practices is assessed to ensure future planning is based on accurate practice	*A variety of evaluation methods are trialled to assess effectiveness and suitability of chosen practices*

Finding out more

The following websites and contacts provide information that can help you to sustain and improve the quality of talent development in your school:

The Quality Standards for Physical Education should be used in conjunction with the Institutional Quality Standards hosted at G+TWise at:
http://www2.teachernet.gov.uk/gat/website/staticpages/qualitystandards.aspx?menuID=5LB3imr2HAo=

For further information on the Quality Standards, progressive stages of development and specific guidance on talent development strategies, visit: www.talentmatters.org

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

- the National Curriculum online
  www.qca.org.uk/nc
- OfSTED's site
  www.ofsted.gov.uk
- 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 information on how to use volunteers to help achieve high quality PE and sport, visit:

- Millennium Volunteers
  www.millenniumvolunteers.gov.uk
- Millennium Volunteers
  www.millenniumvolunteers.gov.uk

For general guidance and nformation on G+T, visit G+TWise:

http://www2.teachernet.gov.uk/gat/

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

- 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 of sport
  www.talentladder.org
- teaching the gifted and talented
  www.nc.uk.net/gt/pe

For support when working with pupils who are gifted and talented in Dance, Drama, Music and Art and Design, visit:
http://www.creativegeneration.org.uk

All photographs courtesy of Alan Edwards, Louise Roberts and Stuart Thomas

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