

	Questions:	Emerging 2014/15	✓	Established 2014/15	✓	Embedded 2014/15	✓	OFSTED Recommendations/ New Funding Link:
1	Does your school have a <u>vision</u> for physical education and school sport?	- There is a limited vision that recognises the value of PE and school sport and is reflective of whole school priorities		- There is a vision statement that recognises the value and impact of PE and school sport and is included in the school development plan		- There is a clear vision statement included in the school's aims that is adopted across the whole school and is included on the school website and in public documents for all to see	✓	- Schools will be required to include details about their sporting provision on their school website; - School leaders should routinely monitor the quality of teaching, learning and leadership in PE; - Subject leaders should articulate a clear vision for making PE good or outstanding that is understood and supported by all
2	Does your physical education and sport provision contribute to overall <u>school improvement</u> ?	- The importance of PE and sport is recognised within school and there is some attempt to use major sporting events, or the positive values of sport, with PE and across the curriculum		- PE and sport are celebrated across the life of the school; - The values and positive ethos of sport are regularly used throughout the curriculum and role models are brought in to enhance provision	✓	- PE and sport, and its impact, is a central part of the school development plan and is integrated into the school's ethos; - PE and sport are used to engage the wider community and to foster positive relationships with other schools		- PE made an excellent contribution to pupils' personal development in the majority of schools visited;
3	Do you have strong <u>leadership and management</u> of PE and school sport?	- The headteacher understands the importance of PE and school sport and there is an identified PE co-ordinator within school who has developed core provision across the school		- The headteacher values PE and school sport; - The PE co-ordinator is supporting all staff and there is a PE development plan with short and medium term targets	✓	- The PE co-ordinator has the support of the head teacher, staff, governors, pupils and parents and is able to motivate staff, provide appropriate CPD relevant to high quality PE; - There is a detailed PE development plan that enables all pupils to progress and achieve		- Subject leaders should provide clear schemes of work for all areas of activity; - Subject leaders should set high expectations of staff and pupils, and model good practice;
4	Do you provide a broad, rich and engaging PE <u>curriculum</u> ?	- The PE curriculum Covers the minimum National Curriculum expectations; - Pupils receive at least 90 minutes of timetabled physical education each week; - For KS2 this includes swimming		- The PE curriculum includes some leadership development, and takes place in a range of environments; - ALL pupils receive two hours of timetabled physical education each week; - For KS2, weekly swimming takes place for at least 2 terms		- The PE curriculum provides opportunities to enhance existing physical and personal skills and to try a range of activities in different environments; - All pupils have an opportunity to develop leadership, coaching and officiating skills; - All pupils receive two or more hours of timetabled high quality PE each week; - Opportunities are in place to ensure all pupils can swim at least 25m before leaving school	✓	- School leaders should increase time allocated to core PE where this is less than two hours each week; - Primary school leaders should ensure that every pupil can swim at least 25m before the end of KS2; standards in swimming were below average because pupils were not given enough opportunities to learn to swim; - Pupils' achievement and enjoyment were significantly enhanced by opportunities to train as leaders; - Good or outstanding PE – p.15 of OFSTED full report
5	How good is the <u>teaching and learning</u> of physical education in your school?	- The confidence and competence of staff in delivering PE varies; - Some PE lessons are good or outstanding; - Assessment and recording procedures are in place, but not always consistently applied;		- Most staff are confident and competent in delivering PE, and use a range of teaching styles; - Most PE lessons are good or outstanding - Assessment and recording procedures are consistent across the school and used to monitor progress and raise achievement	✓	- All staff are confident and competent to deliver high quality PE and all staff match teaching styles and lesson content to learners; - The quality of all PE lessons is good or outstanding; - Assessment and recording procedures are effectively used to monitor progress and to raise the achievement of pupils of different abilities through appropriate challenge and to ensure progression both within school across key stages, and on transfer between schools		- Primary leaders should plan learning in PE that builds on what pupils of all abilities know, understand and can do, and identifies what they need to do next to improve; - Main weaknesses in primary schools were teachers' limited subject knowledge and use of assessment; weak assessment procedures and minimal time for core PE also in secondary; - All teachers, classroom assistants and coaches should apply agreed schemes of work and assessment procedures consistently so that all teaching is at least good; - NB assessment on transfer within and between schools...
6	Are you <u>providing high quality outcomes</u> for young people through PE and school sport?	- Most pupils are engaged in physical education and can demonstrate their level of understanding and skill in a range of activities, including swimming at KS2; - Pupils have some understanding of safety in physical activity and sport; - Pupils have some understanding of physical activity as part of a healthy, active lifestyle		- All pupils are engaged in physical education, demonstrating their skill and understanding and showing a desire to improve and achieve; - Pupils co-operate in a range of collaborative and competitive situations, both as individuals and as members of a team; - Most children achieve EKS2 standards for swimming - Pupils are able to organise activities safely and show awareness of others; - Pupils are starting to make healthy lifestyle choices		- All pupils are engaged, motivated, and demonstrate a high level of understanding, skill and commitment to achieving their best; - Pupils understand their strengths and those of their class mates and know what they need to do next to improve; - Most pupils exceed EKS2 minimum standards for swimming; - Pupils show confidence in a range of roles, as participants, leaders, officials, and take some lead in supporting aspects of physical education and sport; - Pupils understand the importance of activity in improving health, and are making healthy lifestyle choices both within and outside school.	✓	- All teachers, classroom assistants and coaches should raise expectations of what pupils are capable of achieving and provide them with challenging, competitive activities that lead to high standards of performance; - In lessons where teaching did not enable pupils to improve their skills and personal fitness, or when learning was too closely directed by teachers, pupils made much less progress
7	Does the ethos and commitment of the school and whole school provision reflect the importance of maintaining a <u>healthy lifestyle</u> ?	- Although staff and pupils understand the importance of physical activity as part of a healthy lifestyle there is a limited vision of the value of promoting a healthy and active lifestyle amongst pupils. - The school is beginning to look at local health and wellbeing data and use the data to inform provision in school. - The school has a physical activity or physical education policy but doesn't directly link to the wider whole school health and well-being policy - All pupils access at least two hours of physical education and school sport each week		- Staff and pupils understand the importance of physical activity as part of a healthy lifestyle and the school's vision statement and aims include a clear vision of the role the school can play in supporting and promoting pupil health and wellbeing. - The school effectively uses available health and wellbeing data and consultation e.g. local public health data, HRBS to inform the SDP and healthy lifestyle provision in school - The school has a clear physical activity policy which incorporates PE, school sport and active travel, and also recognises the importance of informal physical activity such as break-time activity and supervised play;	✓	- The school provision and ethos is exemplary and is conducive to pupils leading healthy lifestyles. - The benefits of pupils leading healthy lifestyles is understood and promoted by all staff and the governing body. - The range of practice outlined is well embedded in to the culture of the school and the whole school approach to healthy lifestyles is effectively coordinated, linking together multiple themes and agendas.		- All teachers, teaching assistants and coaches should improve pupils' fitness by keeping them physically active and engaging them in high intensity activity for sustained periods of time; - Subject leaders should work in partnership with parents and health agencies to provide personalised programmes for overweight children as part of a healthy lifestyle;

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Position: PE Co-ordinator

Date: 25-9-15

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		<ul style="list-style-type: none"> <li>- The school is working towards ensuring that the food provided in school fully meets the government food standards.</li> <li>- School meals provided are nutritionally balanced and healthy although the options selected/served to pupils needs to be improved.</li> <li>- Improvements are needed to the dining room environment to ensure it is welcoming and that healthy food choices are promoted.</li> <li>- The school has limited plans for providing opportunities for pupils to cook healthy meals.</li> <li>- Healthy lifestyle curriculum provision in school is limited and healthy lifestyle messages are inconsistent with the ethos and provision within the school.</li> <li>- The PSHE curriculum doesn't fully link the benefits of an active lifestyle to help in supporting emotional and social well-being</li> <li>- The school has an up to date school travel plan</li> <li>- Training opportunities are provided but not to all staff who require it.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>All</b> pupils access at least two hours of curriculum physical education each week and at least one hour of supervised school sport;</li> <li>- Staff, pupils and parents/ carers recognise the importance of high intensity activity to improve physical fitness, and this is integral to all PE and school sport provision;</li> <li>- Strategies are in place so that pupils and parents are consulted about the activities offered, and additional support provided/ signposted as required</li> <li>- The school ensures that all food provided throughout the school day is consistent with the wider school ethos of promoting a healthy lifestyle.</li> <li>- The school ensures that all pupils who receive a school meal have access to and receive healthy, balanced and nutritious food. FSM are promoted and the UIFSM take up is good.</li> <li>- The dining room environment provided is pleasant and reinforces pupil's ability to make healthy and nutritious choices regarding food.</li> <li>- Opportunities for cooking healthy and nutritious food, as a curriculum entitlement, are planned for all pupils</li> <li>- There are many links between PE and sport and further opportunities for pupils to learn about the importance of a healthy lifestyle e.g. through provision of a broad and balanced PSHE education curriculum.</li> <li>- Training opportunities are provided for all school staff and they feel competent and confident to teach/talk to pupils about the benefits of a healthy lifestyle.</li> </ul>			
8	<p>Are you providing a rich, varied and inclusive <b>school sport</b> offer as an extension of the curriculum?</p> <p>NB School sport refers to school organised activities beyond the curriculum</p>	<ul style="list-style-type: none"> <li>- Pupils are able to access a (universal) range of school sport and active recreation through school clubs and competitions;</li> <li>- The school has established, or is in the process of establishing, a house system that includes intra school competition/ events;</li> <li>- Pupils take part in competition within and between schools;</li> <li>- Individual and team achievements are recognised within school</li> </ul>	<ul style="list-style-type: none"> <li>- <b>All</b> pupils are able to access a range of weekly school sport activities and competition and provision is designed to cater for, and appeal to pupils of <b>all</b> ages, abilities and interests, including for health improvement;</li> <li>- House systems are well established; there are regular competitions/ events that are supported across the school;</li> <li>- Pupils take part in a range of regular intra-school and inter-school competitions;</li> <li>- The programme includes opportunities for both participation and leadership;</li> <li>- The school has links with external clubs and agencies;</li> <li>- Pupils' achievements are celebrated within school</li> </ul>	<ul style="list-style-type: none"> <li>- <b>All</b> pupils are able to access a varied range of school sport activities each week, including both specific and inclusive opportunities to support talent and engage less active and less competitive young people;</li> <li>- Pupils of different ages, abilities and interest are involved in developing the school sport offer, including intra school events and competitions for example through a school sport council;</li> <li>- Numerous young people represent the school and are part of community clubs that the school has links with;</li> <li>- The programme includes opportunities to demonstrate a range of roles, participator, leader, organiser, reporter, official;</li> <li>- Specialist partners are effectively deployed to meet particular needs of pupils, eg supporting talent, health, basic skills and pathways into community provision are identified for young people and parents to support individual need;</li> <li>- Pupils' achievements are celebrated and shared within school and with parents or carers.</li> </ul>	✓	<ul style="list-style-type: none"> <li>- School leaders should provide weekly opportunities for <b>all</b> pupils to participate and compete in school sport to enable the most able to achieve high standards of performance;</li> <li>- Pupils must be encouraged to remain actively engaged in PE and school sport, and be helped to maintain their interest outside school by participating in local clubs and community sports activities;</li> <li>- Whilst inclusion of SEN pupils was good in most schools, only a small proportion provided opportunities to meet the needs of overweight and obese children as part of a healthy lifestyle</li> </ul>
Note:	Can you show evidence of impact of the school sport funding?	Consideration has been given and a action plan has been developed.	.It is clear how the planned budget will improve provision and outcomes in PE and school sport and we have evidence to prove it	.We are monitoring impact of the funding and using this evidence to develop next years plan.		- Use of funding and its impact will be monitored by OFSTED

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