

PHYSICAL EDUCATION CONTINUOUS SELF-EVALUATION & DEVELOPMENT PLAN 2019-2020

Date: 27th January 2020. Consultant: Andrew Bode

Overview

PE is currently delivered by a PE specialist in the afternoons over all three schools. This is delivered during PPA cover but is funded using the sports premium.

School staff have minimum involvement in PESSPA

The number of competitions attended is low due to lack of interest.

OFSTED last inspection recommendations and progress towards these

Summary of priorities

1. Create a bespoke Curriculum for schools
2. Develop and write the 3'is
3. Assessment
4. Work with external provider to get plans, SOW and other relevant documents.
5. Staff CPD
6. School competitions
7. Increase the value of PESSPA throughout schools.
8. Ensure spending of Sports Premium is used appropriately.

Curriculum Statements (taking into account designated curriculum, vision and values and staff expertise)

School Vision:

We aim to provide our children with learning opportunities which **inspire** them to become life-long learners, who embrace change and difference.

Our unique, challenging curriculum **enriches** the children's wellbeing, attitudes to learning, and ability to fulfil their potential: personally, physically and academically. Carefully designed learning journeys encourage our children to value their locality and the wider global community.

We believe each day should bring fun, joy and purpose to our school family, so that we all thrive, grow and succeed. We are passionate about celebrating individual achievements, through which our children **shine**

PE Vision

We want our pupils to enjoy being active throughout their lives. We aim to provide our pupils with a variety of experiences to develop their physical skills through individual and team sports. We want all our pupils to master basic movements, develop good coordination and agility and demonstrate a willingness to achieve their personal best. We believe it is important to participate in inter school competitions, so our pupils experience the thrill of competition and learn about winning and losing gracefully. We believe sport isn't just a game it can bring opportunities to build friendships, develop problem solving and team working skills, improve general wellbeing and much more.

New Intent for PE (written with consultant):

By the time students leave School, they will have experienced a broad Physical Education curriculum creating Physically Literate children. Students will have the skills, knowledge and understanding to continue and succeed in PE, sport and Physical activity at Secondary School and have the knowledge to become life-long learners in physical activity, who embrace change and difference.

To become physically literate students will experience a unique, challenging curriculum which **enriches** the children's wellbeing, attitudes to learning, and ability to fulfil their potential: personally, physically and academically. Students from EYFS and Key stage 1 will develop competence in skills such as running, jumping, throwing and catching, dance and gymnastics through specific and thorough teaching. These skills provide the key building blocks to progress into Key Stage 2 and apply the skills into practice and within a competitive environment. Students will experience a range of different Physical activities including Games (invasion, net/wall and bat/ball), athletics, gymnastics, dance, swimming and OAA. There will be an emphasis on fun and engagement with lessons being inclusive of all abilities.

Children have the opportunity to be creative and build on specific teaching with their own ideas and interests.

As they move through school, children are able to view their PE sessions as a time to practice and master skills, learn from their mistakes and embrace opportunities to challenge themselves further. They view this with pleasure and enjoy the freedom, both physically and mentally, that can come with using their body and mind in a different way. Children are given opportunities to understand that although they may find some aspects of PE challenging, there is a place for everyone to feel confident and find an area in which they excel.

Working collaboratively alongside their peers is a key focus within PE sessions, through sharing ideas, demonstrating teamwork, being supportive of their peers and beginning to look at tactics within team games.

There are regular planned opportunities each term for inter-school sport competitions and festivals, allowing children

To broaden the curriculum students will have access to a range of different extra curricular clubs run at school for both KS1 and KS2. We believe each day should bring fun, joy and purpose to our school family, so that we all thrive, grow and succeed. We are passionate about celebrating individual achievements, through which our children **shine**.

Leadership and Management

1. Evaluate the progress of disadvantaged students and the strategies in place to support these students

Look at assessment, identify PP and SEN students.

2. Evaluate the impact of quality of education, curriculum, outcomes and extra curricular.

Use of assessment, student progress, identify lower and higher ability students.

Observe External provision, co-plan sessions, monitor planning SOW etc.

Age related expectations

3. Describe the professional development taking place in PE. What impact has this had on teaching and learning?

Nothing in place, something to be implemented.

4. How does the school match up to the 5 key indicators?

- a. The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.

Active play times.... Nothing to record if students are active.

Active 10 minutes before school

2 hour of PE a week.

- b. The profile of PE and sport is raised across the school as a tool for whole-school improvement.
N/A
- c. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
N/A
- d. Broader experience of a range of sports and activities offered to all pupils.
Offer a variety of extracurricular OAA at Bewley Park, Archery, Yoga, Golf etc.
- e. Increased participation in competitive sport.
N/A as a collaboration can now pull students from other schools to make a full team.

5. How do you engage parents and others in the community?

Local Cricket Club

Masham Tennis

Quality of Education Criteria	Summary of evidence/impact	Priorities for development inc. time scales	Intended impact	Review
<ul style="list-style-type: none"> • The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent. 	<p>Good external provision but not linked to school.</p> <p>New whole School Curriculum across the schools. PE needs to be looked at.</p>			

<ul style="list-style-type: none"> • The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning. • Pupils work across the curriculum is consistently of high quality. • Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well. • Pupils have access to high quality extra curricular provision. <p>The profile of PE and sport is raised across the school as a tool for whole-school improvement.</p> <p>Intent</p> <ul style="list-style-type: none"> • Leaders adopt or construct a curriculum that is ambitious and is designed to give all learners, particularly disadvantaged pupils and including pupils with SEND, the knowledge. 	<p>Working with all three schools to create a sequenced curriculum with clear progressions.</p> <p>External provision is good. Focus on evidencing progress across all three schools.</p> <p>Highlight SEN children so staff are aware and can plan appropriately.</p> <p>Schools provide a variety of different after school clubs for children to attend. School uses SP to pay for students.</p> <p>Schools to develop a bespoke Curriculum that is inclusive for all children.</p>			
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<ul style="list-style-type: none"> The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning . 	<p>See above</p>			
<ul style="list-style-type: none"> The curriculum is successfully adapted, designed or developed to meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence 	<p>See above</p>			
<ul style="list-style-type: none"> Pupils study the full curriculum; it is not narrowed. The school teaches a broad range of areas throughout EYFS- Key Stage 2. The school's aim is to have the heart of its curriculum, in line with the DfE's ambition, and good progress has been made towards this ambition 	<p>See above</p>			
<ul style="list-style-type: none"> The School provides opportunities for children to be active during the school day excluding PE. 	<p>Active lunch times, some classes have active learning could be implemented in other classes.</p>			
<ul style="list-style-type: none"> An extensive extra curricular provision is accessible for all pupils. 	<p>Variety of different activities provided for the children.</p>			
<p>Implementation</p>	<p>Student voice?</p>			
<ul style="list-style-type: none"> Teachers have a good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching 	<p>No current CPD provided as teachers do not deliver PE.</p>			

<p>outside their main areas of expertise.</p> <ul style="list-style-type: none"> Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessary elaborate or differentiated approaches. Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners. The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. <p>Impact</p> <ul style="list-style-type: none"> Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well.. 	<p>External provider is a qualified PE teacher. Delivery is of a good standard. School staff however do not deliver PE at the moment. Subject knowledge needs to be developed.</p> <p>Currently no assessment used. This needs to be checked with the external provider.</p> <p>Current provision from PE teacher is of a good standard.</p> <p>Students are making progress through observations. Currently there is nothing in place to monitor progression.</p>			
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<ul style="list-style-type: none">• Learners are ready for the next stage of education. They have the knowledge and skills they need. Pupils with SEND achieve the best possible outcomes• Pupils work across the curriculum is of good quality.• Pupils understand the importance of being active and have the opportunity to get active throughout the day.	<p>Students seem to enjoy PE and are confident in applying their knowledge and understanding. There is no clear system to monitor progression of students. Staff need to be aware of SEN students and PP students.</p> <p>PE lead needs to monitor provision, lead by EP and by staff.</p> <p>Students have some understanding of what it means to be healthy and active.</p> <p>Create more opportunities to be active during the day.</p>			
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Development priority PE Curriculum + Active Learning

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?

Development priority Use of assessment data

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?

Development priority – Active Schools and Extra Curricular

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?

Pupil Outcomes:

EYFS

Key Stage 1

Key Stage 2