

## **PHYSICAL EDUCATION CONTINUOUS SELF-EVALUATION & DEVELOPMENT PLAN 2020-2021**

Date: 27<sup>th</sup> January 2020. Consultant: Andrew Bode

### **Overview**

### **OFSTED last inspection recommendations and progress towards these**

### **Summary of priorities**

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

School Vision:

PE Vision

New Intent for PE (written with consultant):

### **Leadership and Management**

1. Evaluate the progress of disadvantaged students and the strategies in place to support these students
  
2. Evaluate the impact of quality of education, curriculum, outcomes and extra curricular.
  
3. Describe the professional development taking place in PE. What impact has this had on teaching and learning?
  
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.
  - b. The profile of PE and sport is raised across the school as a tool for whole-school improvement.
  - c. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
  - d. Broader experience of a range of sports and activities offered to all pupils.

e. Increased participation in competitive sport.

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

Quality of Education Criteria	Summary of evidence/impact	Priorities for development inc. time scales	Intended impact	Review
<ul style="list-style-type: none"> <li data-bbox="125 612 499 999">• 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.</li>   <li data-bbox="125 1059 499 1305">• 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.</li>   <li data-bbox="125 1394 499 1471">• Pupils work across the curriculum is consistently of high quality.</li> </ul>				

- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.
- Pupils have access to high quality extra curricular provision.
- The profile of PE and Sport and Physical activity is raised across the school as a tool for whole-school improvement.

**Intent**

- 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.
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning .
- 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

<p>with increasing fluency and independence</p> <ul style="list-style-type: none"><li>• 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</li><li>• The School provides opportunities for children to be active during the school day excluding PE.</li><li>• An extensive extra curricular provision is accessible for all pupils.</li></ul> <p><b><u>Implementation</u></b></p> <ul style="list-style-type: none"><li>• Teachers have a good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.</li><li>• 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</li></ul>				
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<p>elaborate or differentiated approaches.</p> <ul style="list-style-type: none"><li>• 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.</li><li>• The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</li></ul> <p><b><u>Impact</u></b></p> <ul style="list-style-type: none"><li>• Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well..</li><li>• 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</li><li>• Pupils work across the curriculum is of good quality.</li><li>• Pupils understand the importance of being active and have the opportunity to get active throughout the day.</li></ul>				
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**Development priority PE Curriculum + Active Learning**

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



**Development priority Use of assessment data**

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

**Development priority – Active Schools and Extra Curricular**

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

## **Pupil Outcomes:**

EYFS

Key Stage 1

Key Stage 2