

<p>Name of School: Dronfield Juniors Name of PE Co-ordinator: Claire Rogers</p>	<p>Date of audit report: February 2020</p>
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Area of focus	Statements of Development Red = Emerging Amber = Established Green = Embedded	Action plan / next steps to become Established	Action plan / next steps to become Embedded	Action plan / next steps to become Exemplary
<p>1. The school's vision for PE, Physical Activity and School Sport (PESSPA).</p> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> <p>Link to CD Wheel: Whole School Advocacy & Impact</p> </div>	<p>There is a limited (or no) vision for PESSPA to increase the profile of PE, to identify the potential for a whole school approach to PE, or to recognise the value of, PESSPA.</p> <hr/> <p>There is a vision statement, adopted across the school and incorporated within the wider school aims. The vision clearly identifies how PESSPA can contribute positively to impact on whole school development. Key values associated with PESSPA are identified and promoted.</p> <hr/> <p style="background-color: #90EE90;">There is a clear vision in place for PE. Staff, Pupils, SLT and Governors are aware of the vision, which identifies what the school intends for PE to look like and states what it would like pupils to achieve by the end of their time at school. The values of this vision are cultural and embedded. This vision is shared with the whole school and parents, and allows these parties to contribute, understand and support its aims.</p>	<p>Work with whole school community (teachers, support staff, senior leaders, governors, parents and pupils) to review the place of PESSPA in school.</p> <hr/> <p>Formulate a vision statement aligning to such desired outcomes.</p> <hr/> <p>Advocate the importance of PESSPA as a subject and within the wider school development aims.</p> <hr/> <p>Target and identify what pupils are to achieve by the time they leave school.</p> <hr/> <p>Consider PESSPA learning behaviours: thinking, creative, emotional and social skills as well as their physical skills.</p>	<p>Revisit/share vision statement with the wider school community to ensure each member can contribute, understand and support what the school aims to achieve.</p> <hr/> <p>Document how PESSPA forms a central part of wider school aims and its contribution to these during the academic year.</p> <hr/> <p>Promote vision and values and reward as regular practise and across all subject areas. Work towards embedding these as cultural habits.</p> <hr/> <p>Plan PE consistently across the school and ensure a co-ordinated approach to delivery.</p>	<p>Promote good practice as a regular and embedded part of raising the profile of PESSPA. Share the impact that having a clear vision (understood by all) has had on pupils.</p> <hr/> <p>Identify, monitor, evaluate and adapt how PESSPA is positively contributing to whole school development areas and share a case study of your impact with the SHAPE Learning Partnership.</p> <hr/> <p>Embed links to SMSC.</p> <hr/> <p>Consult with parents and pupils to extend the home-school link with ethos and values education through PESSPA.</p>
<p>Resources: See Appendix for further support</p>				
<p>2. The contribution PE, School Sport and Physical Activity provision makes to overall whole</p>	<p>The school does not currently link how PE, School Sport and Physical Activity can impact on whole school development priorities.</p> <p>There is some attempt to use major sporting events, or the positive values of sport, in whole school strategies.</p> <p>The school has an Improvement Plan for PE.</p> <hr/> <p>PE, School Sport and Physical Activity are valued and visual within the school. Key whole school</p>	<p>Ensure the PE action plan identifies whole school priorities, where PE is able to contribute, as well as areas for development within the subject alone.</p> <hr/> <p>Discuss with SLT how PESSPA can impact on whole school development priorities.</p> <hr/> <p>Having identified key areas that could be</p>	<p>Promote the impact and contribution that PE, school sport and physical activity is having within school to ensure it becomes a central part of the SIP.</p> <hr/> <p>Having advocated its inclusion within the school development plan, ensure baselines monitor impact and plan how</p>	<p>Ensure baseline measures are captured with ongoing monitoring and evaluation to review progress and impact.</p> <hr/> <p>Share positive findings with the senior leadership team and governing body to ensure ongoing support and future inclusion.</p>

<p>school improvement.</p> <p>Link to CD Wheel: Whole School Advocacy & Impact</p>	<p>improvement priorities have been identified, that could be supported through PESSPA, and strategies planned to improve these PE and sport are celebrated across the life of the school. The context of PESSPA is regularly used across the curriculum.</p> <p>PE, School Sport and Physical Activity are an integral and central part of the school development plan priorities, shared with all stakeholders. The school strongly promotes the impact that PESSPA has on these priorities.</p> <p>The context of PESSPA is embedded in all aspects of school life, and its values are integrated into the school ethos.</p> <p>The school measures, monitors and evaluates the impact of PESSPA on whole school priorities and uses this to inform future decisions.</p>	<p>supported through PE, school sport and physical activity, plan intervention strategies to improve these.</p> <p>Monitor and evaluate to review progress and impact.</p> <p>Regularly promote to all staff the value of cross-curricular links to PE and its associated values.</p>	<p>meeting these targets will be delivered consistently by all members of school involved.</p> <p>Communicate impact and future strategies with staff, parents and pupils to ensure they understand and can provide further support.</p> <p>Promote, recognise and celebrate the core values of PESSPA in the wider curriculum, establishing a clear alignment to the school's ethos for learning behaviours.</p>	<p>Use these findings to adapt future provision.</p> <p>Profile the impact and successes both locally and nationally, and sharing a case study of your impact with SHAPE.</p>
<p>Resources: See Appendix for further support</p>				
<p>3. The contribution that leadership & management of PE, school sport and physical activity makes to the development, promotion and monitoring of the subject.</p> <p>Link to CD Wheel: Staff training & Support Whole School</p>	<p>The SLT understands the importance of PE and there is an identified PE co-ordinator. The co-ordinator reports to SLT and Governors. They are supported to work towards leading the subject and achieving development plan goals.</p> <p>The PE co-ordinator is a qualified teacher, skilled to develop high quality Physical Education and core provision, and is supporting all staff. They are actively supported by SLT to ensure subject development and have regular access to relevant CPD opportunities. Subject scrutiny ensures the improvement of provision.</p> <p>The PE co-ordinator is highly skilled, able to agree and share common goals with staff and has the support of all school stakeholders. There is a detailed PE development plan. The co-ordinator actively drives the subject and its values forward, through innovative development opportunities. Reviewing the effectiveness and impact of the school's PESSPA provision is part of their robust and regular lesson</p>	<p>Consider a subject lead who is a qualified teacher, to at least work alongside a leader who is not.</p> <p>Plan opportunities for in-house support and development, e.g. planning lessons collaboratively and team teaching.</p> <p>Access subject leader CPD opportunities, e.g. through SHAPE CPD events and cluster meetings.</p> <p>Evaluate the quality and breadth of PE, physical activity and school sport provision, using the SHAPE audit findings and CD wheel.</p>	<p>Through the PE action plan, share with staff the curriculum and wider goals. Plan opportunities to achieve these goals.</p> <p>Consider the effective use of the PE and School Sport Premium to achieve long term sustainable development goals.</p> <p>As subject lead, consider what the subject will look like in 5 years' time for new school starters.</p> <p>Consider how to embed to values through innovative development opportunities</p> <p>Use purposeful assessment data to track and evaluate pupil progress.</p>	<p>Consider opportunities to further develop your role, e.g. becoming a pilot school for new initiatives.</p> <p>Offer opportunities to co-tutor staff or work alongside SHAPE on new initiatives.</p> <p>Review the effectiveness of curriculum plans and assessment procedures, seeking new innovative ways, through support from SHAPE.</p> <p>Promote current leadership practice locally with other schools as professional development opportunities. Share a case study of your approach with SHAPE.</p>

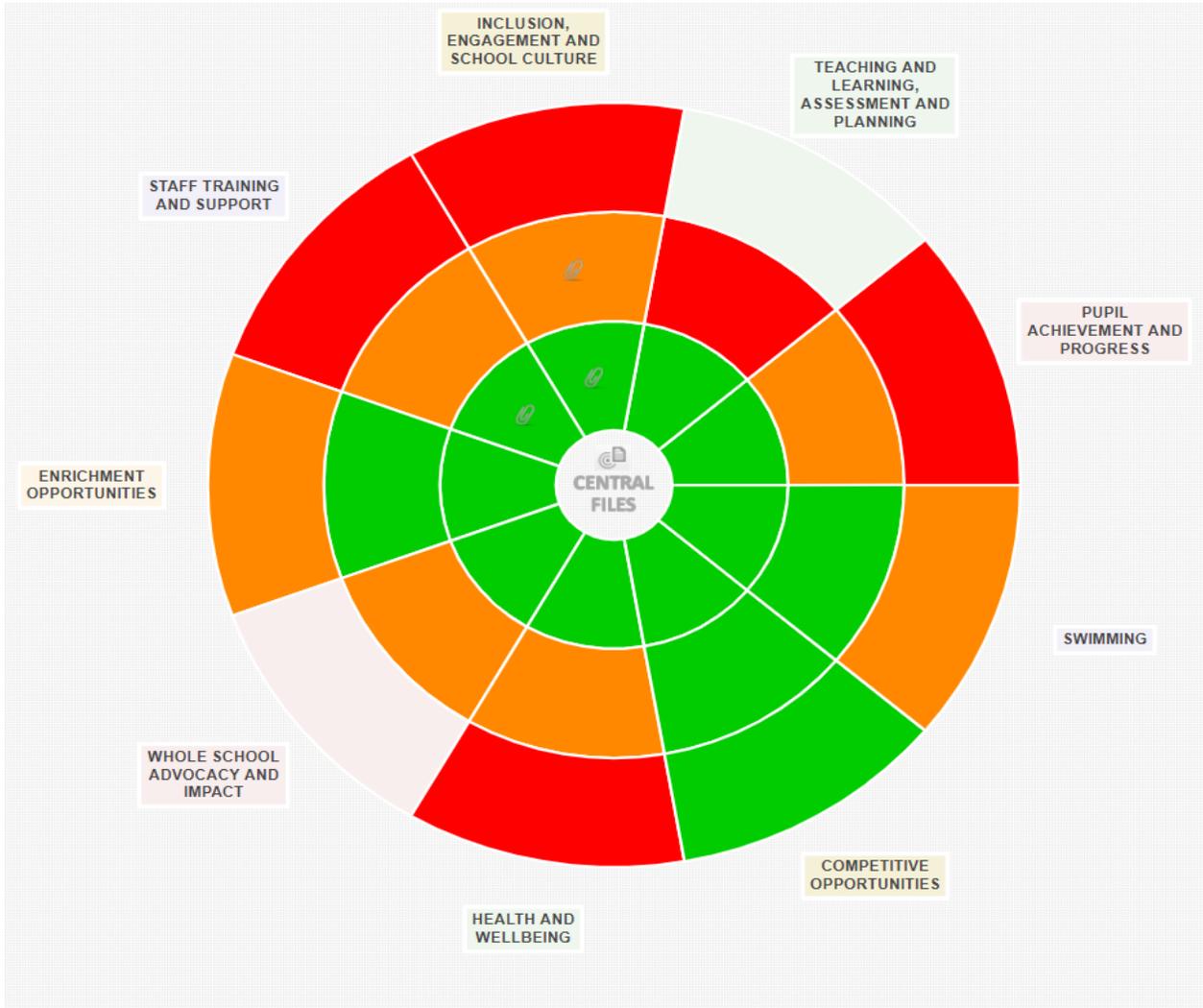
Advocacy & Impact	and subject monitoring. They assure pupil intended outcomes are met.			
Resources: See Appendix for further support				
4. The impact of the school's Physical Education curriculum on pupil outcomes. Link to CD Wheel: Teaching and Learning, Assessment and Planning	The PE curriculum covers the minimum National Curriculum expectations in a safe, yet limited, range of environments. A curriculum map outlines learning intentions, that are fit for purpose. It focuses mainly on developing pupils' physical skills. Pupils may receive less than two hours Physical Education per week.	Request timetabled PE is at least 2 hours per week. Ensure the PE curriculum supports the development of thinking, creative, emotional and social skills as well as fundamental movement skills.	Diversify provision to enable pupils to try new activities and enhance skills in a wider range of environments. Devise a clear curriculum map with fundamental movement skills being central, and co-align holistic child development.	Evaluate the impact of the school's Fundamental Movement Skill based curriculum to continually inspire pupils to learn. Consult with <u>all</u> pupils and parents on the curriculum offer to ensure it meets their changing needs. Embed the cultural habits of holistic skill development progression, through Physical Education. Profile high quality teaching locally, in conjunction with SHAPE. Embed lesson scrutiny to ensure PE remains innovative and high quality and challenges all pupils. Opportunities for Leadership extended to other curriculum areas and the wider PE curriculum.
	The PE curriculum is broad and balanced, going beyond the National Curriculum expectations. A clear curriculum map and schemes of work show clear intended end points. PE is delivered safely in a range of environments, and develops Fundamental Movement Skills, as well as the development of the whole child. Pupils co-operate in collaborative and competitive situations. All pupils receive two hours of timetabled PE, led by a qualified teacher.	Review the curriculum map to ensure they are still fit for purpose, and extend to outline Medium Term Planning showing skill progression. Ensure curriculum PE is delivered by primary teachers with QTS. If coaches are providing any of your curriculum delivery use the Coaching in Primary Schools Self-Review Tool to review the effectiveness and sustainability.	Ensuring <u>qualified teachers</u> deliver high quality PE lessons that develop thinking, creative, emotional, social and physical skills in <u>all</u> pupils. Conduct a pupil survey to gather views on their curriculum PE experience. Use feedback to develop the PE curriculum to be fully inclusive.	
	The PE curriculum inspires pupils to learn. Fundamental Movement Skills are at the heart of the curriculum. Intended outcomes are clearly and progressively mapped for the whole school. There are levels of appropriate challenge and support. Provision is diverse, and opportunities to refine and extend skills in a diverse range of environments is evident. Provision is inclusive for all pupils. Pupil voice is evident and consultation lead opportunities are subsequently planned. Opportunities for pupils to take the lead are appropriate and planned. Planning is continuously reviewed and adapted.		Conduct a pupil survey to gather views on their curriculum PE experience. Use feedback to develop the PE curriculum to be fully inclusive. Ensure all lessons challenge and support, where inclusivity is key to all children accessing appropriate levels of development. Plan opportunities for pupil's leadership skills to be developed and enhanced, in a wide range of activity areas.	
Resources: See Appendix for further support				
5. The progress and achievement of pupils, measured by	The confidence and competence of staff varies. Most pupils are engaged and included. Most pupils make some progress but assessment lacks rigour. There is limited reporting of progress to pupils, SLT and to parents.	Plan staff CPD to increase the confidence and competence of teachers, in using a range of teaching and learning strategies	Plan staff CPD which promotes successful teaching strategies and will sustain long term impact.	Use assessment data to steer future curriculum planning and design.

<p>rigorous assessment in Physical Education.</p> <p>Link to CD Wheel: Pupil Achievement & Progress</p>	<p>Most staff are confident and competent to use a range of teaching and learning styles in PE, and to act upon Assessment for Learning during lessons. The majority of pupils make good progress, which is fully reported to parents, and there is a sound assessment process. Pupils can demonstrate their level of understanding and skill. Lessons include appropriate differentiation and personal challenge.</p>	<p>to engage all pupils and adapt tasks to be fully inclusive.</p> <p>Devise an assessment process which is fit for purpose and allows pupil progress to be tracked.</p> <p>Ensure all pupils are set targets to achieve, shared with the pupils, and that pupils know how they are making progress towards them.</p> <p>Identify strategies to engage targeted groups.</p> <p>Sport Premium area of the Sport England website for support on the impact that high quality PE has on pupils and their attainment.</p>	<p>Ensure all pupils know their starting and end points and how to close that notional gap, where teacher, pupil and peer assessment are all consistently used.</p> <p>Lead with an assessment system which involves pupils fully and identifies and celebrates achievements and outcomes. All staff record and report upon this data.</p> <p>Adopt strategies to effectively target interventions or signpost to external opportunities.</p>	<p>Establish clear pathways for continuing pupil achievements through signposting, access to sporting venues, events or sessions.</p> <p>Hold celebration events to recognise improvements and achievements in PESSPA with parents and wider community.</p> <p>Promote achievements externally on the school's website and in the local media to wider community partners.</p>
<p>Resources: See Appendix for further support</p>				
<p>6. The opportunities for a rich, varied and inclusive School Sport offer, as an extension of the curriculum.</p> <p>Link to CD Wheel: Enrichment Opportunities Competitive Opportunities</p>	<p>A cohort of pupils are able to access a basic range of opportunities to take part in school sport, through clubs and competitions. Through these opportunities, pupils learn about competing, although leadership development is not yet catered for. Provision for, and the inclusion of, pupils with additional needs is limited.</p>	<p>Review the range of clubs, intra and inter-school competitions on a regular basis to ensure they are fully inclusive, and enable, enhance and extend the curriculum offer.</p> <p>Conduct a pupil, parent, staff audit to determine needs and interests. Establish a school sports crew to help shape and develop the offer.</p> <p>Track pupil attendance at all wider school sport opportunities, and identify targeted groups.</p>	<p>Engage in relevant and inclusive competitive and co-operative opportunities that are well considered to <i>suit the child attending them</i>.</p> <p>Regularly promote and celebrate all school sport achievements, and consistently refer to the associate sporting behaviours and values.</p> <p>Regularly review your provision and use pupil voice to influence the offer.</p> <p>Encourage all young people to participate as leaders, participants and organisers.</p> <p>Build links with community providers such as local sports clubs, centres and</p>	<p>Ensure all intra and inter-competitive opportunities are aligned to the new #Reframe competition format.</p> <p>Seek opportunities for pupils to consistently extend their leadership, coaching and officiating skills beyond school.</p> <p>Promote and reward school and community representation both on your website and in the local media.</p> <p>Encourage pupils to undertake recognised Leadership awards</p> <p>Embed strong school club links, monitoring and increasing the numbers</p>
	<p>All pupils are able to access a broad and relevant offer of school sport activities, as participants, leaders</p>			

	<p>or organisers. Pupil voice has influenced this provision. Opportunities for participation are well considered to ensure they bring the desired outcomes for the pupils involved. Opportunities for pupils with additional needs are embedded, through a programme that both responds to demand, and provides diverse opportunities. Numerous young people represent the school and are part of community clubs linked with the school. Healthy competition is fully embedded and promoted to the wider school community. Pupils' achievements are celebrated and shared at every opportunity.</p>	<p>Seek pupil leadership opportunities e.g. Young Bronze Ambassadors and Mini Leaders through SHAPE.</p> <p>Consider Healthy Competition and what this means to the school and its members.</p>	<p>national governing bodies, to support provision.</p> <p>Apply for the School Games Mark. Contact your School Games Organiser at SHAPE.</p>	<p>of pupils who attend external opportunities.</p> <p>#Reframe competition -for additional support</p>
<p>Resources: See Appendix for further support</p>				
<p>7. The opportunities for Physical Activity which complement the school's provision and contribute to increased pupil learning capacity.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Link to CD Wheel:</p> <p>Inclusion, Engagement & School Culture</p> <p>Health & Well-Being</p> </div>	<p>Staff have an increasing awareness of key behaviours of an active lifestyle but few lessons are planned to include physical activity. Most lessons are sedentary. There is a programme of extra-curricular and informal opportunities that promote physical activity, but the breadth of the provision is limited. Active breaks and lunchtimes encourage some pupils to be active, for some of the time.</p> <p style="background-color: #fff3cd;">The school is committed to supporting every child to be physically active. Staff implement active learning in classrooms regularly. Target groups of pupils that are deemed less-active are identified, and barriers to their participation are being addressed. All pupils are engaged in regular active break and lunch time opportunities, which are based on pupil audit. Impact is monitored and variations made.</p> <p>The school has a clear physical activity policy, and opportunities to be physically active and frequent and varied. Teachers hold physical activity in high esteem and believe in its impact on academic attainment. Pupils are consulted about the activities offered, and adaptations are regularly seen to be made. Positive attitudes towards healthy and active lifestyles are evident among pupils and staff, and parental involvement is targeted through whole school initiatives. An active travel plan is in place and agreed with all school stakeholders.</p>	<p>Devise and share a Physical Activity Policy to clearly outline the school's aims and visions for physical activity provision.</p> <p>Review, plan for and evaluate the physical activity provision at break, lunch and before/after school.</p> <p>Conduct a pupil audit to determine provision, based on wishes and needs.</p> <p>Offer physical activity opportunities, aimed specifically at targeted pupils</p> <p>Plan staff CPD around active learning across the curriculum.</p>	<p>Discuss with SLT the potential for embedded physical activity opportunities, so that pupils see being active as an integral part of their school day, and not a separate activity, generating an ethos of healthy active lifestyles.</p> <p>Monitor the impact of these opportunities, and any developments needed.</p> <p>Ensure target groups of less active pupils are identified, consulted and offered appropriate opportunities. Identify barriers to activity.</p> <p>Consider a healthy schools committee, led by pupils to drive forward active opportunities.</p> <p>Offer parental engagement opportunities to communicate and encouraging positive attitudes amongst the whole school community.</p>	<p>Drive forward high standards of delivery, attitude, enthusiasm and lifestyle choices which impact on the school and extended community.</p> <p>Celebrate participation and achievement on school website and local media.</p> <p>Hold regular opportunities for parental engagement to embed the value of active lifestyles.</p> <p>Continually review and adapt physical activity opportunities to ensure it is fully inclusive for all pupils.</p>

			Devise an Active Travel plan.	
Resources: See Appendix for further support				
8. Evaluating the impact of the PE and Sport Premium spending. <div style="border: 1px solid black; padding: 2px;"> Link to CD Wheel: Whole School Advocacy & Impact </div>	<p>Consideration has been given, and a basic plan of how to use the funding is being developed. The school's website displays action planning, which identifies the budget and key spending areas. There is limited reference to the impact on pupils of this spending.</p>	<p>Devise a clear development and action plan for PESSPA which includes a rigorous and needs led staff CPD programme, ensuring impact is sustainable.</p>	<p>Report to school governors and SLT on the impact of the PE and Sport Premium spending.</p> <p>Action uses of the funding to raise the profile of PE and to improve pupil outcomes in PESSPA, where sustainability is at the heart of the decisions.</p> <p>Implement regular high quality PE CPD opportunities, based on your audit of need. Ensure impact on teaching and delivery is identified and acknowledged.</p>	<p>Continuously review and adapt the PESSPA Action Plan to ensure the funding is having the maximum desired impact upon pupil outcomes.</p> <p>Monitor and report successes and impact from your PE development plan to SLT and Governors to maintain support and continually raise the profile of PESSPA.</p> <p>Conduct pupil surveys so that pupil voice becomes integral to the decision-making process in shaping the PESSPA provision.</p>
	<p>There is a clear development and action plan for PESSPA which includes a rigorous and needs led staff CPD programme, to ensure impact is sustainable. It is clear how the planned budget will improve provision and outcomes in PE, physical activity and school sport.</p>	<p>Document how the planned budget will improve provision and outcomes in PE, physical activity and school sport.</p> <p>Action regular opportunities for staff to plan lessons together, share ideas and team teach. Encourage lesson walk-throughs, and advise staff to employ the same principles when planning PE lessons as they would when planning Literacy and Numeracy lessons.</p>		
	<p>The school governors hold the PE co-ordinator and SLT highly accountable for the impact of the PE and Sport Premium spending. Success and impact are reported and shared with the wider community. Sustainability is at the heart of all decision making and pupil outcomes are key to this process. The school consistently uses the funding to raise the profile of PE and to improve pupil outcomes in PESSPA. Staff CPD forms a significantly large share of the spending, ensuring regular and monitored development opportunities lead to high quality delivery by teachers.</p>			
Resources: See Appendix for further support				
9. The school's Swimming programme. <div style="border: 1px solid black; padding: 2px;"> Link to CD Wheel: Swimming </div>	<p>All pupils have access to swimming lessons at some time during Key Stage 2. The school publishes its swimming data at the end of Year 6 on the school website.</p>	<p>Work alongside the swimming providers to ensure all pupils' needs are met during swimming lessons.</p>	<p>Plan early access to swimming provision where lessons are taken by qualified coaches and teachers alike.</p> <p>Cater for pupils with additional needs.</p>	<p>Create links with local swimming clubs. Invite coaches in to school to inspire pupils.</p> <p>Consider water safety opportunities for Key Stage 1 (if based on an identified need).</p> <p>Signpost local swimming provision, lessons, squads, family fun days etc.</p>
	<p>The school works alongside the swimming providers to ensure all pupils' needs are met during swimming lessons. The school plans for lower Key Stage 2 to take part in swimming lessons, for early intervention.</p>	<p>Consider an opportunity for lower Key Stage 2 to take part in swimming lessons, for early intervention.</p>	<p>Provide additional opportunities for non-swimmers to attend supplementary lessons that are funded through the PE and School Sport funding.</p>	
	<p>Pupils have early access to swimming provision and the lessons are taken by qualified coaches and teachers alike. Pupils with additional needs are well</p>			

	<p>catered for. Additional opportunities for non-swimmers to attend supplementary lessons are funded through the PE and School Sport funding. Pathways to external participation and competitive opportunities are evident</p>		<p>Generate pathways to external participation and competitive opportunities.</p>	
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Appendix: Additional resources and support

<p>Whole School Advocacy and Impact</p>	<p>The PE and Sport Premium – How schools are using the premium to maximise outcomes for young people</p> <p>School Inspection Handbook</p> <p>Putting PESSPA at the Heart of School Life – Contact SHAPE for access to this resource</p> <p>Maximising the Primary Sport Premium Good Practice to Maximise Effective Use of the Funding.</p> <p>www.afpe.org – The case for P.E becoming a core subject</p>
<p>Teaching and Learning, Assessment and Planning</p>	<p>2014 and Beyond – Innovative Approaches to Curriculum Design</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf National Curriculum</p> <p>Coaching in Primary Schools Self-Review Tool</p>
<p>Competitive Opportunities</p>	<p>National Governing Bodies of Sport sports formats</p> <p>#reframecompetition</p>
<p>Swimming</p>	<p>PE and Sport Premium</p>
<p>Inclusion, Engagement & School Culture</p>	<p>Using physical activity to improve pupils' health, wellbeing and educational outcomes</p> <p>Change 4 Life Primary Sports Club</p> <p>Public Health England resources.</p> <p>The Link Between Pupil Health and Well-Being and Attainment</p> <p>Professional Learning Model – Self Review</p> <p>PE and Sport Premium</p>

<p>Health & Well-Being</p>	<p>Using physical activity to improve pupils' health, wellbeing and educational outcomes Change 4 Life Primary Sports Club</p> <p>The Link Between Pupil Health and Well-Being and Attainment</p> <p>www.globalpa.org.uk/investmentsthatwork</p> <p>Public Health England resources.</p> <p>https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/active-lives-children-survey-2017-18-attitudes-report.pdf</p>
<p>Enrichment Opportunities</p>	<p>National Governing Bodies of Sport sports formats</p>
<p>Pupil Achievement & Progress</p>	<p>Sport England website</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf National Curriculum</p> <p>The Physical Education Expert Group Guidance on Assessment.</p>
<p>Staff training & Support</p>	<p>Primary School Governing Bodies PE and School Sport</p> <p>School Games, Spirit of the Games Values Improving Literacy and Numeracy through PE and Sport</p>