



Physical Education, School Sport and Physical Activity

School Audit July 2018

Dronfield Junior School

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PE and School Sport Premium:

Vision:

All pupils leaving primary school will be physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

Purpose of funding:

The premium must be used to fund *additional* and *sustainable* improvements to the quality of Physical Education. This means that you should use the premium to:

- develop or add to the PE and school sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Objective:

To achieve self-sustaining improvement in the quality of PE and school sport.

There are 5 key indicators that schools should expect to see improvement across:

1. the engagement of all pupils in regular physical activity
2. the profile of PE and sport raised across the school as a tool for whole-school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and school sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

You should not use your funding to employ coaches or specialist teachers to cover [planning preparation and assessment \(PPA\) arrangements](#) – these should come out of schools' core staffing budgets.

Accountability:

Ofsted assess how primary schools use the primary PE and sport premium, its impact on pupil outcomes and how effectively governors hold school leaders to account for this. You can find details of what inspectors look for in the 'effectiveness of leadership and management' section of the '[Ofsted schools inspection handbook 2015](#)'. (page 15, 40, 41, 44-46)

Schools must publish details of their provision of PE, school sport and physical activity on their website. This is to include:

- the amount of premium received
- a full breakdown of how it has been/will be spent
- the impact on **PUPILS'** PE and school sport participation and attainment
- how the improvements will be sustainable in the future
- how many Y6 pupils are meeting the national curriculum swimming requirements
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The following document has been designed to facilitate schools in providing such documentation: [PE & Sport Premium Impact template](#)

DfE will sample a number of schools in each local authority, with the schools chosen based on a mix of random selection and prior non-compliance with the online reporting requirements.

Physical Education– The planned, progressive learning that takes place in the school curriculum and is delivered to all pupils.

Physical Activity– Activities that involve movement of the whole body, that can take place across the school day, both in and out of curriculum time, and across other subject areas.

School Sport– Structured learning in sporting activities that take place beyond the curriculum and within the school setting.

Dronfield Junior School's Vision for Physical Education, Physical Activity and School Sport

*Your vision for Physical Education serves to set out what your school would like to accomplish in your Physical Education curriculum provision.
The PE and School Sport Premium provides a vehicle to drive forward this vision, and meet the targets set through strategic action planning.*

Audit Response

The school has a vision for Physical Education that is aligned to that of the NEDSSP. Its goal is to encourage physical development for ALL children and to nurture the development of the whole child through a holistic approach to Physical Education, Physical Activity and School Sport.

This vision is effectively being met by the PE lead, who is a willing and co-operative co-ordinator, leading by example; planning and managing whole school activities. The vision is not currently recorded and shared with other school staff.

Physical Education is high on the school's agenda and is on the School Improvement Plan. This year saw a focus on developing Physical Activity opportunities throughout the school. Next year the target will be writing and social and emotional health. The school would welcome ideas on how Physical Education, Physical Activity and School Sport could contribute to meeting these targets.

Audit Recommendations

To develop a vision statement, using the NEDSSP visionary tool kit. Adopt and share this across the school and include in documents to parents.

Continue to plan for a 2 year Physical Education, School Sport and Physical Activity Action Plan, based on an **evidence of need**.

Adopt a programme that fosters the link between mental health and physical activity, such as The Chimp Paradox.

Produce an impact and celebration document, outlining positive experiences and next steps. Share with all staff to ensure the role of Physical Education, Physical Activity and School Sport is central to creating an ethos of healthy active lifestyles in all subject areas and with all staff members.

Teaching and learning in Dronfield Junior School's Physical Education

High quality Physical Education will ensure ALL pupils will make significant progress in developing fundamental movement skills and knowledge & understanding of health and well-being. The curriculum will be progressive, personalised to the learners and allow pupils to access a broad and balanced range of physical activities and holistic development opportunities.

Audit findings

The school has a Physical Education curriculum which ensures breadth and balance, as well as progressive coverage of the National Curriculum requirements. This has been written alongside the NEDSSP Lead Practitioner and also includes the **real PE** resource. The school notes a sense of excitement and enthusiasm for real PE. Curriculum coverage is broad and rich, and resource provision is excellent in facilitating this. The leadership of PE has encouraged a drive towards moving away from sports based lessons, and towards fundamental movement skill development. The school centres much of its teaching now around team work and collaboration, alongside physical skill development. Spirit of the Games values are embedded throughout the school's curriculum. Values displayed by the children are rewarded through the school's class dojo system. The curriculum covers the 2 hour timetabled requirement.

The school has identified themselves as not as good at monitoring PE.

There is a very strong link between physical and mental health currently.

All children are included in lessons and activity levels are high. Pupils make good progress, and teachers are very good at formatively assessing pupil progress. The school would like to further this to include recorded evidence of pupil progress using a uniform system across the school. Pupils are assessed during **real PE** lessons, daily and across the unit. Children often self-assess and are very aware of their ability levels and what to do next to improve. There is annual reporting to parents. Attainment against the End of Key Stage Attainment Target is assessed but not recorded or published on the school's website.

School swimming sees almost all children achieve national expectations.

Pupil response

All children involved in the audit enjoyed PE and understand how learning in PE will enable them to participate in sports in later life. Pupils were able to identify their own strengths and weaknesses. They could say strategies to overcome weaknesses. Peer assessment was habitual, as they spoke of supporting and developing each other. There is a very strong awareness of the impact of Physical Education on mental health.

Keeping a healthy mind!

We know our learning intentions for PE most of the time.

We feel challenged most of the time.

I like PE when our teacher joins in.

Staff Audit

The Headteacher noted seeing a real PE lesson where team work centred around ball skills, which was *just electric!*

Most staff generally rated their skills in planning for, teaching and assessing Physical Education as '2' or '3' – mostly confident in their knowledge, skills or confidence, but many identified areas where professional support would be welcomed.

Some staff reported they would like to observe good practice, and also techniques for encouraging sporting behaviours.

Training to effectively use assessment and training to challenge the most able children were also highlighted in several staff audits.

Audit Recommendations

Lead practitioner to develop PE co-ordinator's lesson monitoring skills, in order that accurate judgements can be made about the standards of teaching in Physical Education, and the associated pupil outcomes. Ensure pupils make progress from their starting points.

Lead practitioner time to further the competence of staff in planning, delivering and assessing Physical Education through bespoke Staff CPD. The learning nutrients staff survey completed for this audit would provide an excellent basis from which to target individual support needs.

Devise an assessment process for PE sessions that are not **real PE** based. Lead practitioner support for staff to increase their confidence to effectively assess, in order to measure the impact of the intent on pupil outcomes.

Publish Attainment Target data on the school website.

Staff training from Lead Practitioner addressing lesson structures where interventions are personalised to challenge or support, where effective and timely review of learning is integral and independence is facilitated by pupils evaluating sustained progress for extended periods of time. An increased focus on challenging the most able.

Extended Curriculum Provision at [Dronfield Junior School](#) –School Sport

A high quality School Sport Programme has the potential to develop and broaden the foundation learning that takes place in Physical Education, and can form a vital link with community sport and activity.

Audit findings

The school offers a broad and diverse range of School Sport opportunities through its engagement in NEDSSP's

competition and festival calendar. They access a number of the NEDSSP events. They have been very happy with the NEDSSP partnership, and attribute the school's broad sports offer to their involvement with it.

The PE co-ordinator is very keen to provide more opportunities for participation, rather than the same children accessing the same events. The goal is for ALL pupils to experience school sport and competition in relevant settings.

A diverse and broad range of after school clubs are offered every day. Most are teacher lead and the school believes this encourages children to attend through the secure relationship they have with their children. Changes are made to maintain children's interest, based on pupil voice. The school works hard to try to ensure maximum participation from differing pupils. They target the children who have a barrier to accessing extra-curricular clubs.

The school currently accesses external clubs/coaches to provide taster sessions for enrichment, extension or enabling opportunities, for example Chesterfield Tennis and Rugger Eds. Pathways and club links are well established. This does replace some Physical Education sessions. 5/60 replaces some PE sessions in Y5.

Sporting events are published on the school website every week and in newsletters.

Pupil response

The children reported that there were many after school clubs and they went to these if they could. Most of the children were involved in clubs locally after school.

It makes you feel special as it makes you feel like you have a talent and you get to show it.

I liked the ones that were competitive.

I went to a competition that I didn't really know much about that sport and then I really liked it. It felt great after!

Audit Recommendations

Continue affiliation to NEDSSP to access School Sport's events.

Support from Lead Practitioner to run Parent Workshop to promote Physical Activity awareness and family engagement opportunities.

Ensure a purposeful and progressive curriculum in Y5 which involves swimming, RuggerEds and 5/60 and limits the teacher provision.

Physical Activity provision at [Dronfield Junior School](#)

A rich menu of Physical Activity opportunities allows ALL children to involve themselves in physical activities. A direct correlation exists between regular daily physical activity and academic readiness to learn and achievement. It is also proven to be the single most influential factor in positively affecting mental health.

Audit findings

The PE co-ordinator has worked hard this year to embed an active school ethos. The children experience Physical Activity daily and understand the reasons why they engage in such activities. A range of opportunities are provided including 2 PE sessions per week, after-school activities and NEDSSP guided physical activity resources, Eg Jump Start Johnny, Supermovers, Mile a Day for most but not all year groups. The governing body have played an active role in encouraged physical activity

The children see a strong link to mental health. The school sometimes practises mindfulness. Children are aware of how to develop as mindful thinkers, better communicators and are showing improved social skills through the Physical Education and Physical Activity provision.

The school have embarked upon the Maths of the Day programme. There are plans to extend this to other subject areas.

Pupils' leadership skills are developed through NEDSSP Bronze Young Ambassador and Mini Leader programmes. Mini leaders run activities every lunch time. Bronze Young Ambassadors also run activities and support sports events.

Mid-day supervisors facilitate active lunchtimes. Resources are available on most days and there is a rota of areas of activity.

<p>Children's achievements and participation outside of school are promoted and celebrated in whole school assemblies.</p> <p>The school council have undertaken active travel initiatives like 'The Clean Streets Initiative'. They see innovation as the key to encouraging active travel.</p>
<p><u>Pupil response</u></p> <p>The children spoke of numerous physical activity opportunities they had experienced this year.</p> <p>Lunch times were said to be active with different activities and 'toys'. Mini leaders organised activities and competitions almost every day in the week.</p>
<p><u>Staff Audit</u></p> <p>MDS rated themselves as Good in their ability to run appropriate play based activities at lunch times. They requested more lunch equipment and adult -led activity opportunities.</p>
<p><u>Audit Recommendations</u></p> <p>Demonstrating a sustained commitment to pupil health and well-being through a Physical Activity, Active Travel and Healthy Eating policy, with a clear focus around generating lifelong participation.</p> <p>Staff training on the use of other initiatives for active learning (such as the Maths of the Day programme).</p> <p>Support to provide a mental health intervention through Physical Activity. Eg real Play or bespoke programme through NEDSSP.</p> <p>Lead Practitioner to support a Parent Workshop to promote physical activity and its impact on child development, and academic achievement.</p> <p>Complete the Active School Planner for all classes.</p> <p>Active travel targets may include an area to store scooters.</p>

Dronfield Juniors achieved:



Monitoring and Evidencing the impact of the PE and School Sport Premium spending

When strategically planned and effectively utilised, the Primary PE and School Sport Premium enables schools to effectively enhance existing provision and target the deployment of staff and resources to secure excellent outcomes for pupils.

<p><u>Audit findings</u></p> <p>The PE co-ordinator has a clear vision that the PE and School Sport Premium be used to develop children's physical abilities as well as developing active lifestyles. This year has seen an emphasis on developing Physical Activity through daily intervention.</p> <p>Discussions take place with senior management on how the funding will be spent.</p>

Through the schools affiliation to the NEDSSP, the PE co-ordinator feels very well supported to strategically plan for the development of the Physical Education curriculum.
Senior management question the premium spending's sustainability. Evidencing pupil impact is an area where support would be welcomed.
Governors are informed as to the funding allocation and are supportive in the school's plans.

Audit Recommendations

Consider how the PE and School Sport premium could be used as a tool for whole school improvement on the SIP.
Support from NEDSSP to specifically evaluate and evidence the impact of the PE and School Sport premium on pupil outcomes, for example through the NEDSSP Monitoring Tool kit.
Sustainability remains vital in the decision making process.

Resource Provision – In addition to the resources below the school also has a school field. They are working with the authority to address the practicality of the school field and increasing the green space.

