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| Date: | 21.6.18 |
| School: | Portobello Primary School |
| Staff: | Hayley Tindale |
| Email: | hayleytindale09@hotmail.com |
| Number of Pupils: | EYFS: 25 |
| KS1: 54 |
| KS2:121 |
| Application for: | Focussed Emerging  Established Embedded |

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| **Context / Background** |
| *[Please summarise any information on context or particular circumstances (both positive and negative) that may affect your application.]*  This academic year there has been a real focus on Physical Education, Physical Activity and School Sport at Portobello.  The Physical Education Leader began the year by discussing the role with the Headteacher and mapped out the year ahead. We started by identifying the positives within our provision and decided on which aspects we would like to keep in place to ensure impact remains effective.  Positive areas identified:   * Staff and children show positive attitudes towards PEPASS * All children receive 2 hours of timetabled PE per week, in addition to extra-curricular clubs and activities * All children are provided with opportunities to take part in competitive, inclusive sport and activities in a range of settings * Areas for improvement have been identified and staff are willing to discuss gaps in their knowledge to make further improvements * Strategies have been implemented for staff development through CPD sessions, improved the impact of teaching and learning through the use of AFL, shared resources and expertise from other staff * ‘Less – active’ children are identified at the beginning of the year and tracked over the year, invited to general ‘get active’ clubs and the percentage of children taking part in PA outside of PE lessons has increased.   Some drawbacks in our provision include:   * Timetable restrictions, meaning that additional PA sessions are not always possible and sometimes have to be changed * Even though staff are motivated and show positive attitudes towards PEPASS some lack a range of subject knowledge and are not all confident when teaching some areas of PE. This has been identified and actions have been put in place. * Parent involvement has increased this academic year; however we would like to improve it by allowing staff to consult with staff and children more about the type of events they would like and how they would prefer their information to be received/accessed in terms of celebratory news, information about events etc. Parents are very enthusiastic, therefore more engagement and communication should be a welcome suggestion. |

GSSP PPEPASSHQM (a subject Self- evaluation tool)

**Background**

The GSSP PPEPASSHQM is designed as a self-evaluation tool that will help you assess your school’s current provision, practice and outcomes in Physical Education, physical activity and school sport[[1]](#footnote-1). Most relevant national awards provide us with a great deal of very useful quantitative data but little qualitative information. This high quality mark is designed to measure and evidence the quality of provision and outcomes[[2]](#footnote-2) within GSSP member schools thereby using PEPASS to make a difference to the lives of our young people in both life and sport. “The difference that high quality physical education and school sport make to the lives of young people is quite remarkable.” (***Association for Physical Education (AfPE) 2015)***

The GSSP PPEPASSHQM self- evaluation tool has **6 areas of development**:

1. **Leadership and Management**
2. **Teaching and Learning**
3. **Monitoring and Evaluation**
4. **Parental and Community Involvement**
5. **Resources and their management**
6. **Staff Development**

By applying for this quality mark you are agreeing to complete the self- evaluation tool for your school and identify the priorities for action. As an integral part of the application process your school will need to identify your proposed priorities for development over the next 3 years and provide a school Action Plan that reflects your development targets and actions to improve the quality of physical education and school sport from your current position.

The process of rigorous self-evaluation, followed by action planning and regular review to identify impact, is a key strength of the award. Primary PEPASS Quality Mark will complement and help to integrate other initiatives, programmes and accountability measures being implemented. It has been designed to specifically complement our ‘Blazing the Trail’ programme, the National School Games Mark and ASA’s Schools’ Swimming Charter. The achievement of a GSSP PEPASSHQM will also provide strong evidence and accountability for Ofsted in relation to the PE and Sport Premium funding and whole school effectiveness and outcomes for pupils.

The self-evaluation tool should enable school staff to engage in discussion about where they are and how they may progress. It is concerned with the position of PEPASS. It does not try to catch all. Schools will hopefully use the self-evaluation toolkit as a framework for change. The ‘mark’ is designed to be a cyclical programme of ‘plan, do and review’ and should not be the final word on this matter.

The self-evaluation tool should enable school staff to engage in discussion about where they are and how they may progress, using the toolkit as a framework for change. It does not try to catch all. Schools will hopefully use the self-evaluation toolkit as a framework for change. The ‘mark’ is designed to be a cyclical programme of ‘plan, do and review’ and should not be the final word on this matter.

**The application process**

1. All schools considering applying for this quality mark must first of all ensure they fulfil the pre-requisites of the ‘mark’ outlined on page 5 of this document. Once you have all pre-requisites (with evidence) in place you can then consider applying for one of the quality mark awards identified within this document.
2. Schools should now complete the self-evaluation tool found on pages 7-21 of this document and make an informed judgement of the current position (where are we now?) of PEPASS in your school.
   1. Schools may find that once they have carried out the self-evaluation the picture of PESS in their own school entirely reflect one of the 4 development stages i.e ‘Emerging’ of the PPEPASSHQM. Or more likely as a result of the self-evaluation process you will pitch your school at different development stages depending on the development area.
3. Once schools have identified, for each area, which of the stages they best fit, they use the ‘action’ section to help focus their PEPASS development and plan the next steps.
4. The final element of the application process is to identify the ‘best fit’ Development Stage for your school based on your self-evaluation judgements (SEJ) and related evidence.

**Starting Point (a cycle for whole school improvement)**

The application process has been designed to be as straightforward as possible, following the tried and tested management strategy for planning for improvement and impact:

1. **Where are we now?**
2. Establish the current position of the QUALITY of PEPASS in your school in order to enable:

* The improvement of the quality of PEPASS provision
* An increase in the impact on agreed outcomes for pupils

1. Schools should:

* Check they have the **required pre requisites** in place before applying for an award.
* Undertake the self-evaluation (SE) audit (pages 7-21); you must complete all sections and subjections.
* Grade your school in accordance with the 4 development stages within each of the 6 areas.
* Use relevant evidence to support your judgements.
* Make a self-evaluation judgement (SEJ) using the overarching criteria to establish current position in relation to performance in PEPASS.

1. **Where do we want to be?**
2. The school has now made a self-evaluated judgement (SEJ) on the current position should now:

* Target set for improvement of performance under each of the 6 areas of development; there should be a **maximum** of 3 improvement targets for each area of development.
* **You may like to use an existing subject development/action plan that has been modified to reflect the actions needed for improvement against the 6 areas of development in the GSSP PPEPASSHQM. This is acceptable as long as you can confidently say you have covered the success criteria for this award.**
* GSSP have provided some example action plan templates that can be adopted/adapted for this purpose if needed. These will be made available once you have registered your intention to apply for the GSSP PPEPASSHQM.

1. **What do we need to do?**
2. Following the identification and setting of improvement targets schools now need to have in place:
   * A Whole School Strategy (see Appendix 1) and planning to improve the quality of PEPASS.
3. **Are we achieving impact?**
4. School will be informed of the Quality Mark they have received for thePPEPASSHQM based on the self-evaluation and target/action planning document submitted.
5. **Cycle of improvement begins again ………**when school feel ready to upgrade award or the award period expires (3 years from date of award).

Support and Guidance for the GSSP PPEPASS HQM:

1. **The validation and support process**

* **You must inform GSSP (andrewcarr@gateshead.gov.uk) of your intention to apply for the award. An editable version of the official Application From will then be forwarded to your specified e mail address.**
* You will be provided with support, if required, during the application process.
* You may contact the GSSP at any time during the application and validation process for support.
* If your application is selected for validation visit they will come to your school to validate your application.
* The visit will include a conversation with the person responsible for completing the application and could include conversations with others responsible for raising the quality of Physical Education and Sport: for example: the head teacher, governors, other Physical Education & Sport staff, pupils, parents and any others who have contributed to the pupils’ learning. The visit could include a short learning tour of the school.
* A validation panel will make the final decision on the GSSP PPEPASS HQM you are awarded – Focussing, Emerging, Established, Embedded.
* The GSSP PPEPASS HQM will last for three years from the date of the award.

1. **Completion of the application**

* Use bullet points in all sections
* Be clear and concise
* You may use the same evidence in more than one section
* The summary of current practice/provision/ performance column should be current, but you may include in your evidence section the journey of the last three years.
* The evidence source column should easily point the Validator to the location of relevant evidence to back up your SEJ.
* Don’t forget to save your application.

1. **Definitions**

* Current practice/provision/ performance: What are you doing to demonstrate quality in PEPASS?
* Evidence Source: Where can we find the evidence to back up your SEJ showing the impact on improving the quality of PEPASS for all?

You are now ready to begin the Self-Evaluation process. The following sheets make up the GSSP PPEPASS HQM self-review tool and should be used to review the 6 areas of development and make your final Self-Evaluation Judgement (SEJ).

1. **What to do now**
2. Read through the form and guidance notes and highlight any key areas that may require work before your application is completed. Remember you must have evidence that the pre-requisites are in place prior to submitting your application.
3. Decide which award to apply for.
4. Choose submission date (see page 24) for your application.
5. Refer to page 24 for the scheme’s key questions and answers.
6. The form can be completed electronically or manually using the preferred method to return it.

**Time spent completing the application forms is a good investment!**

*The application process should provide you with a clear view about the quality of your schools overall provision and form a general sense of what your current ‘GSSP PPEPASSHQM level' might be. This will be the platform from which you will plan. In order for this stage to work well you should keep in mind:*

* *It is better to be realistic about capacity and forward planning. This starts by reflecting on current status in ways that accurately reflect HQPEPASS provision in your school. GSSP PPEPASSHQM is a long term scheme that schools can be part of continuously, so make goals realistic by reflecting your position with honesty and accuracy.*
* *GSSP PPEPASSHQM will require senior staff and governor buy in. This is the stage that engagement can begin. Where possible, make this assessment exercise part of a wider staff/governor activity so that you can look back over past provision and plan for the future in a collective and collaborative way.*
* *GSSP PPEPASSHQM is interested in improving quality over time. Use the Quality Principles to assess how strongly they feature in your current provision and consider ways you might prioritise their introduction in keeping with broader school priorities. GSSP PPEPASSHQM aims to keep in step with your school's broader improvement strategy.*

**PRE-REQUISITES FOR ALL LEVELS OF APPLICATION.**

**Schools must have the following in place at year of application:**

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| **PRE-REQUISITES** | | | | |
|  | **OVERVIEW & BASELINE** | | | |
|  | **Criteria** | **Interpreting the Criteria** | **Possible/actual Evidence** | **Date achieved** |
|  | 1. **Hold a current (year of application) national School Games Mark relevant to HQM you are applying for.** | School awarded relevant level of School Games Mark in the year of application. | * School awarded Bronze or above School Games Mark; see award overview criteria in ‘Charter Mark Overview Criteria’ document. | July 2017 |
|  | 1. **Hold a current Gateshead School Sport Partnership, Blazing the Trail Award** | School awarded relevant level of Blazing the Trail Award. | * School awarded Bronze or above Blazing the Trail Award; see award overview criteria in ‘Charter Mark Overview Criteria’ document. | **2016** |
|  | 1. **Have the school’s up to date PE and Sport Premium Action Plan on your school website.** | Current PE and Sport Premium Action Plan on your school website. | * Up to date (reviewed in last academic year) PE and Sport Premium Action Plan on your school website. | **November 2017** |
|  | 1. **Have signed up to the national School Swimming Charter and be displaying the logo on your school website.** | School to sign up to the ASA’s School Swimming Charter and commit to taking school swimming seriously. | * Schools has signed up to the ASA’s School Swimming Charter and commit to taking school swimming seriously * ASA Swimming Charter logo displayed on school website * Swimming Charter implementation through PE and School Development Plans. * Number of pupils able to swim competently and confidently over a distance of at least 25 metres. | 2016 |
|  | 1. **Whole School Strategy document reflecting the commitment to improving the quality of PEPASS.** | Whole School Strategy document reflecting the commitment to improving the quality of PEPASS. | * Whole School Strategy document reflecting the commitment to improving the quality of PEPASS. | November 2017 |

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| Below is a list of possible sources of evidence (where appropriate) to support the application and should be the most up to date versions of the data and/or documents (reviewed/historical validated data from last 3 years):   * + School self-evaluation records   + Ofsted and/or advisory reports   + RAISE Online, e.g. Prior attainment (including bands), Average Points Score (APS) KS1, KS2, KS4 (total, capped and in subjects); L4+(EM); 5A\*-C(EM); 2 or 3 levels of progress; success rates; P Scales   + National test and examination results   + Early Years Foundation Stage Profile   + On entry assessments including baseline assessments and progress over the key stage/s   + Yr2 and Yr6 SAT results and teacher assessments which can demonstrate where some of the work in physical education has contributed to successful outcomes   + End of Year assessments (levels / grades)   + Targets set and met (showing accuracy of teacher assessment)   + School’s performance against the government’s Floor Standards   + Reports to parents/parents evening records   + Analysis of attainment and progress of different groups, compared to all pupils nationally and different groups within the school   + Value Added   + Fisher Family Trust and other robust data sets (school based, Local Authority models and national models)   + Levels of Progress records against national thresholds   + Examples of pupils’ work and work scrutinies   + Learning walks and other records of internally based monitoring and review processes   + Summary findings of regular lesson observations   + Discussions with pupils about their work   + Parent, pupil and staff questionnaires and perceptions   + Case studies of individuals   + Learning journey records including pupil profiles and pupil’s personal record portfolios   + Governor reports   + School vision, aims and curriculum statements   + Equal opportunities policy or statement   + Assessment policy   + Teaching and learning policy   + Curriculum monitoring reports   + Reports of subject reviews   + Teachers planning records and assessment records   + Schemes of work   + Resources audit – both curricular and extra-curricular provision (quality and quantity)   + Subject Handbook including vision, policies, incident records, health and safety policies, risk assessments   + PE Curriculum design showing breadth and balance, including innovation   + Timetables showing PE National Curriculum provision (time allocation and content overview map)   + Timetables of extra-curricular provision   + Registers showing participation levels in both curricular and extra-curricular provision   + Observation of ICT in use with and by learners   + Classroom/corridor displays   + Cross curricular themes and programmes   + Community and club links including registers of participation   + School competition records, including; fixture lists, results, school sports day records, honours, individual representation at local, regional, national and international levels   + School involvement in relevant initiatives i.e. School Games, TOP programmes, Change 4 Life clubs, Playground Buddies, Blazing the Trail etc.   + Intervention evidence for targeted individuals and groups   + Individual Education Plans   + Use of Pupil Premium   + The impact of work on Spiritual, Moral, Social and Cultural development   + Parental letters and letters from the community and beyond   + Celebration events and records   + Photographs and video footage   + Newspaper articles and reports   + Staff meeting and subject meeting minutes and agendas   + Governor meeting minutes and agendas   + Professional development records, qualifications and programmes   + Staff development or CPD – both skills audit and training needs planning   + Strategies to disseminate and evaluate course content/other CPD and evidence that training and dissemination have occurred   + Child protection training records   + Other stakeholder views and correspondence   + School magazines and newsletters   + School Website (perhaps a PEPASS specific page)   + School development or improvement planning   + Subject development and/or action plan – including PE and Sport Premium Action Plan   + Records of partnership working and collaboration   + School council minutes and agendas   + School Sport Organising Crew in place   + Learning and teaching policies   + Attendance and behaviour records   + Photographs illustrating range of activities undertaken (including field trips)   + Discussions with pupils   + School prospectus   + Media showing parental/community partners involvement   + School Games Mark application and award   + Blazing the Trail Award and evidence   + School swimming charter sign up and mark on school website   + School swimming achievements |

THE GSSP PPEPASSHQM SELF-REVIEW TOOL:

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|  | 1. **LEADERSHIP AND MANAGEMENT** | | | |
| 1. Overall Vision | SEJ | Summary of current practice/provision/performance | **Evidence Source/Base** |
| * There is no collective or written agreement or understanding about PE, physical activity and school sport. |  |  |  |
| * There is a limited statement that identifies the potential for a whole school approach to, or recognises the value of, PE, physical activity and school sport. |  |  |  |
| * There is a well written vision statement that clearly articulates whole school approach to PE, physical activity and school sport in the context of the Sports Premium funding and statutory requirements of the National Curriculum shared by the school community. It is included in public documents available to parents. |  | The vision statement for Physical Education was reviewed and improved at the beginning of this academic year in order to raise the profile of the subject. It was made explicit to all members of staff, as well as the importance of regular physical activity. | PE vision statement (App.1)  Physical activity poster in each classroom that has been discussed in depth with all children (App.3) |
| * The subject leader demonstrates an ambitious vision for PE, physical activity and school sport reflected in the school aims i.e. well-focused improvement plans are implemented and policies and procedures are consistently applied across the school and focused on raising standards. |  |  |  |
|  | 1. Contribution to whole school improvement | SEJ |  |  |
| * PESS are not recognised for the potential impact they could have on a whole school ethos and/or learning. |  |  |  |
| * PESS are recognised for the impact they have on a positive school ethos and there is some attempt to use major sporting events or the positive values of sport in whole school strategies. |  |  |  |
| * PE and sport are celebrated across the life of the school. The context of sport is regularly used in other curriculum lessons and as a whole school theme. |  | PE is an integral part of school life at Portobello. We are always celebrating success and promoting whole school involvement and achievements when children are participating in any type of physical activity. | **‘**Team Portobello’ PEPASS notice board with teams, results, participation trackers, photos etc. (App. 4)  Information on newsletters for parents (App. 6)  Information on Facebook, Twitter for parents (App. 5) |
| * PE and sport is a central part of the school development plan. The context of sport is used across the curriculum and the skills and positive values of sport are integrated into the school ethos. PE and sport are used to engage the wider community and foster positive relationships with other schools. |  |  |  |
|  | 1. Subject Leadership and Management | SEJ |  |  |
| * The headteacher has only a limited understanding of PESS. Support from SMT and the governors is limited. PESS is not included in the School Improvement/Development Plan or reviewed in the school SEF. |  |  |  |
| * The headteacher understands the importance and value of PESS and its potential impact on the school. There is an identified PE co-ordinator and active support from the governors. There is an up to date development plan for PESS with achievable targets. Funding has been allocated to the implementation of this plan. |  |  |  |
| * The headteacher values PE and school sport and it is integral to school development. The PE co-ordinator is a skilled professional who has developed core provision and is supporting all staff. Governors are actively involved. There is a long term, whole school strategic plan for PESS supported by a curriculum plan with short term targets, costing and funding allocated. |  | The Headteacher and the PE coordinator has regular meeting and discussions about PEPASS in order to ensure consistent and effective impact. Ideas from the PE Coordinator are positively taken into consideration and are always discussed further, in order to make the most out of every opportunity for our children and staff. The PE Coordinator and Headteacher are supporting other staff by sharing expectations, expertise and knowledge of the subject and what high quality PEPASS should look like. Governors are actively involved in PEPASS in school. They attend events, are present during Sports days and regularly liaise with the Head Teacher and PE Coordinator regarding general PEPASS, upcoming events, action planning updates etc. | **Curriculum map (App. 7)**  **Whole School Skills progression (App. 8)**  **Planning format (App. 9)**  **Assessment format**  **Funding for CPD on plan (App. 2)**  **Governor report (App. 34)**  **Impact, Challenge and Support document which Governors are responsible for maintaining (App. 35)** |
| * The headteacher is pro-active in supporting the leadership group involving all stakeholders and has high expectations for the impact of PESS on whole school improvement. There is a detailed PESS development plan with short and long term targets and costings that enables all pupils (including target groups) to progress and achieve. Both PE and Sport Premium and Pupil Premium funding are utilised effectively for maximum impact and good practice shared across the wider PESS network. The PE co-ordinator is highly skilled, able to motivate staff and has the support of the headteacher, staff, governors, pupils and parents. Staff regularly participate in CPD relevant to high quality PE. |  |  |  |
|  | 1. Effective use of PE and Sport Premium funding | SEJ |  |  |
| * There is a basic plan showing how the funding is used on the school website. |  |  |  |
| * Consideration has been given and a basic plan of how to use the funding is being established. |  |  |  |
| * It is clear how the planned budget will improve provision and outcomes in PE, physical activity and school sport. |  | There is a clear funding action plan which has focussed mainly on staff CPD, additional swimming sessions and leadership and management training for the PE Coordinator to share expertise and knowledge. The funding report is readily available on the school website, alongside a breakdown of what the funding is for and the impact it hopes to make this academic year | Funding action plan (App. 2)  Portobello Funding Case Study (App. 2)  Staff CPD audit (App. 11) |
| * Budgets are monitored regularly, enabling the school to see which elements of spend have the greatest and most sustainable impact. |  |  |  |
|  | 1. PE, physical activity and school sport policy statement | SEJ | Summary of current practice/provision/performance | **Evidence Source/Base** |
| * There is no policy statement. |  |  |  |
| * There is an up to date policy containing a statement that reflects the school’s work on PE, physical activity and school sport. |  |  |  |
| * There is a coherent policy statement that reflects the school’s work, matched to the strategic plan. |  |  |  |
| * There is a detailed and coherent policy statement reflected in current work, matched to the development plan and school aims. It is reviewed and updated regularly (at least every 3 years) by all relevant stakeholders, including a committee of pupils. |  | There is a policy for PE, which was recently reviewed at the end of last academic year (2016). The policy is in line with the whole school development plan and has individual aims for the subject. | PE Policy (App. 12)  Funding action plan (App 2.) |
|  | 1. Co-ordination of PE, physical activity and school sport | SEJ | Summary of current practice/provision/performance | **Evidence Source/Base** |
| * There is no PE co-ordinator or if in post, has few skills, lacks knowledge and understanding, and makes minimal impact. |  |  |  |
| * The subject leader has received some training, has developed a core provision, and is supporting the individuals teaching PE and delivering school sport both within and outside the curriculum. |  | The PE Coordinator has received some previous training and is currently completing a Level 5 and 6 PE Specialism in PE and Subject Leadership. They have developed and are supporting staff to make PEPASS an integral part of daily life at Portobello, as well as supporting them with planning, assessment and development of extra-curricular activities on offer. | Planning format (App. 9)  Assessment format (App. 10)  Whole school skills progression (App. 8)  Staff CPD audits (App. 11) |
| * There is an experienced and skilled coordinator with good subject knowledge who leads a whole school approach to develop physical education and school sport. |  |  |  |
| * The subject leader is highly skilled and trained. They use effective strategies for improving teaching and learning across the school and are able to motivate and develop all staff (teaching and ASLs) i.e. *developing staff through dialogue, coaching, training, mentoring and support and/or leading a coherent programme of professional development.*  They have the support of the head and all teachers and involve the community. The subject leader also champions PESS across the school and develops networks to extend opportunities for all pupils to further participate in community sports clubs etc. |  |  |  |
|  | 1. Key decision making | SEJ | Summary of current practice/provision/performance | **Evidence Source/Base** |
| * The Head teacher responds to initiatives, e.g. Sainsbury's School Games, TOP programmes, Change 4 Life sports clubs. |  |  |  |
| * The PE, physical activity and school sport coordinator discusses PE, physical activity and school sport with the leadership team. |  |  |  |
| * PE, physical activity and school sport are regularly discussed at staff and at governor curriculum group meetings and pupil needs and views are taken into account. |  | PE has been discussed in many staff meetings this academic year and the PE leader ensures that meetings are held when a big event is approaching, in order to brief staff on their roles and the outcomes of the day. Staff seem much more enthusiastic about PEPASS and are willing to try new things and integrate physical activity into their school day, a lot more. Observations have been carried out to monitor the progress of active lessons. | Staff meeting slides (App. 13)  Active lesson observations (App. 14)  Staff CPD audit (App. 11) |
| * There is a pro-active group for PE, physical activity and school sport that includes a democratically elected group of pupils, meeting regularly and driving PE, physical activity and school sport forward. It should also involve parents, members of the community and governors. |  |  |  |
|  | Leadership and Management, development targets:  * Continue to plan for PE lesson and active lesson observations and drop ins (Ongoing) * Provide regular training and sharing of expertise for all staff (Ongoing) * Continue to carry out staff audits and plan appropriate CPD to cover areas for development (Termly) * Continue to plan for PE annually, ensuring funding is appropriately used and the impact is effective (Annually) | | | |

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|  | 1. **CURRICULUM PLANNING AND PROVISION** | | | |
| 1. **PE in the curriculum** | SEJ | **Summary of current practice/provision/performance** | **Evidence Source/Base** |
| * PE and school sport is poorly planned and it is unclear whether the statutory requirements of the National Curriculum are covered. There is no scheme of work or it lacks detail, progression, and sufficient reference to healthy lifestyles. |  |  |  |
| * There is a tangible core of learning activities for PE and school sport. There is a scheme of work for PE and school sport that reflects the current National Curriculum Programmes of Study. It ensures progression across the school and references healthy lifestyles. |  |  |  |
| * There are detailed lesson plans for class teachers including the development of healthy lifestyles and effective use of the schools Schemes of work for PE. Planning is progressive and linked to prior learning i.e. curriculum planning demonstrates high expectations to extend the previous knowledge, skills and understanding of all pupils in a range of lessons and activity areas over time. |  | Staff are beginning to share expertise in different areas of PEPASS and are willing to share ideas, work alongside each other to provide after school clubs and look through planning and resources. | Planning (App. 28)  Assessment (App. 24)  After school clubs timetableregisters (App.16) |
| * PE lessons are very well planned and inextricably linked to prior learning. All classroom teachers are aware of the statutory requirements of the National Curriculum and how PE helps all pupils develop healthy lifestyles and reach the performance levels they are capable of. Schemes of work are regularly reviewed (at least every 3 years) and developed. Participation is planned for, monitored and reviewed by staff and a democratically elected group of pupils. |  |  |  |
|  | 1. **PE curriculum design and delivery** | **SEJ** | **Summary of current practice/provision/performance** | **Evidence Source/Base** |
| * The PE curriculum is poorly planned and there is no curriculum map/overview in place. There is no evidence of a broad and balanced PESS curriculum being planned or delivered. |  |  |  |
| * The PE curriculum is planned and breadth and balance have been taken into account as reflected in the subject curriculum map/overview. Staff follow this curriculum map in their plans and delivery. There is some evidence of learning across the National Curriculum i.e. SMSC, thinking skills, basic skills etc. |  | The curriculum map has been adapted and changed this academic year in order to meet a more broad and balanced curriculum. There is still lots of areas for improvement as it seems to incorporate a lot of ‘Games’ activities across the curriculum. There is now more scope for Gymnastics and Outdoor and Adventurous activity across the curriculum and these are areas that we will look to focus on in more detail. | Curriculum map (App. 7)  Whole school skills progression document (App. 8) |
| * The PE curriculum is broad and balanced. It is well informed by current and relevant initiatives both in and through PE and is designed to match a range of pupils’ needs and ensure effective continuity and progression in their learning in both the subject and across the National Curriculum. |  |  |  |
|  | * The PE curriculum is innovative, imaginative and stimulating for all pupils. It is designed to match the full range of pupils’ needs and to ensure highly effective continuity and progression in their learning across the National Curriculum. |  |  |  |
| 1. **Broad, rich and engaging PE curriculum** | **SEJ** | **Summary of current practice/provision/performance** | **Evidence Source/Base** |
| * It is not known whether or not the PE curriculum covers the minimum National Curriculum expectations in a safe, yet limited, range of environments. Pupils receive less than two hours timetabled PE each week. |  |  |  |
| * The PE curriculum covers the minimum National Curriculum expectations in a safe, yet limited, range of environments. It focuses mainly on developing pupils’ physical skills. Pupils receive less than two hours timetabled PE each week. |  |  |  |
| * The PE curriculum is broad and balanced, going beyond the National Curriculum expectations. It is fun and delivered safely in a range of environments, which develops all physical skills and some leadership and coaching skills of pupils. All pupils receive two hours of timetabled PE. |  | All children receive 2 hours of timetabled PE per week, as well as having the opportunity to take part in a range of after school and lunch time clubs. Children also take part in cluster events which mean that PE lessons are delivered by a member of staff from a cluster secondary school, alongside the class teacher. This prepares the children to take part in level 2 competitions and festivals against other schools. This boosts teaching and learning of values such as teamwork, fair play, respect etc. Children are also involved in the types of activities and clubs that are provided in order to gain the most interest and get as many children participating in regular physical activity as possible. | PE timetable (App. 15)  Clubs timetable/registers/Boccia letter (App. 16)  Cluster events (App 17)  Pupil Questionnaires (App. 33) |
| * The PE curriculum is diverse, providing pupils with the confidence to try new activities as well as enhancing their existing skills in a diverse range of environments. There are opportunities for all pupils to develop their leadership, coaching and officiating skills. All pupils receive two hours or more of timetabled high quality PE. |  |  |  |
|  | 1. **High quality PEPASS outcomes for young people** | **SEJ** | **Summary of current practice/provision/performance** | **Evidence Source/Base** |
| * Some pupils are engaged in PE and can demonstrate their level of understanding and skill. The majority of behaviour is good and pupils are starting to make healthy lifestyle choices. |  |  |  |
| * Most pupils are engaged in PE and can demonstrate their level of understanding and skill. The majority of behaviour is good and pupils are starting to make healthy lifestyle choices. |  |  |  |
| * All pupils are engaged in PE and can demonstrate their level of understanding and skill. Behaviour is good across all PE lessons and pupils co-operate in collaborative and competitive situations. All pupils are starting to make healthy lifestyle choices. |  | When observing PE lessons and discussing PE with members of staff, children are engaged in lessons and are able to show and discuss their strengths and weaknesses in the subject. Behaviour is excellent in lessons as children are engaged and motivated in the activities they are taking part in. Children are taught the technical skills of the subject as well as the values in which different sports and activities should be played such as teamwork, cooperation, respect etc. Teachers discuss the importance of warm ups and cools down and children are able to explain the importance of this, at their own stage of learning. Healthy lifestyles are discussed in PE and across the curriculum as teachers ensure that it is embedded into their school day and the importance of healthy lifestyles are promoted regularly to all children. | PE observations (App. 18) |
| * All pupils are engaged, motivated, demonstrate a high level of understanding and skill and take some lead in high quality PE lessons. Behaviour is excellent across all PE lessons and pupils make decisions that challenge and inspire them even further. All pupils consistently make healthy lifestyle choices. |  |  |  |
| 1. **Rich, varied and inclusive PEPASS extra-curricular offer** | SEJ | **Summary of current practice/provision/performance** | **Evidence Source/Base** |
| * Aspiring to provide pupils with two hours of high quality PESS per week inclusive of extra-curricular provision. |  |  |  |
| * All pupils are provided with two hours of high quality PESS per week (made up of curricular and extra-curricular activity). Most 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 training and competing, although leadership development is not catered for. Provision for, and the inclusion of, young disabled pupils is inadequate. |  | All children receive 2 hours of timetabled PE each week and have access to additional opportunities to take part in after school and lunch time clubs and activities. Clubs cater for children who like to take part in specific sports at training and competitive level, however both KS1 and KS2 have ‘Get Active’ clubs than are ran every week that target children who are less-active and just want to take part in physical activity at a fun, inclusive level. Leadership is stated in the planning format for PE, however this is something that will now be a focus to ensure all teachers are embedding this into their teaching.  All children in school now take part in a ‘Active 15 minutes’ every afternoon, as part of our ‘active school’ initiative, promoting brain breaks, active learning and promoting regular physical activity. This has proven to be very positive, with children having some ownership over the type of activity they take part in, promoting whole class team building and provides children with additional physical activity to look forward to during their busy afternoon at school. | PE timetable (App. 15)  Club timetable (App. 16)  Participation trackers (App. 19)  Planning format (App. 9) |
| * Almost all pupils have access to at least two hours of high quality PE in the curriculum each week, including swimming. The school sport offer includes activities that cater for and appeal to all pupils. The programme enables pupils to utilise a range of skills and establish participation habits through regular clubs and competitions both within and between schools. Pupils enjoy participation and leadership; this enhances their understanding of sports participation and increases the likelihood that they will continue to take part. A majority of pupils access at least one additional hour of school sport and/or dance each week. |  |  |  |
| * All pupils are able to access at least two hours of high quality PE in the curriculum each week, including swimming. All pupils are able to access a broad offer of school sport activities (as participants, leaders or organisers). An extensive range of sports is available, including opportunities for young disabled people, through a programme that both responds to demand and introduces sports activities that the pupils may not otherwise experience. Numerous young people represent the school and are part of community clubs that the school has links with. Pupils’ achievements are celebrated and shared with parents or carers. The vast majority of pupils take up opportunities for at least one additional hour of school sport and/or dance each week. |  |  |  |
|  | **Curriculum Planning and Provision development targets:**   * Continue to insist on regular and compulsory planning and assessment (Ongoing) * Continue to hold planning sessions/meetings to share ideas and expertise (One per term) * Ensure staff pass on PE assessment to the next class teacher to ensure PE teaching and learning follows a journey for each individual child (Annually) * Improve Curriculum map for whole school to ensure a broad and balanced curriculum – look at new equipment for different areas/coaching or training needs etc. | | | |

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|  | 1. **TEACHING AND LEARNING** | | | |
| 1. **Teaching and Learning in PE** | SEJ | **Summary of current practice/provision/performance** | **Evidence Source/Base** |
| * Teachers, coaches and/or adults who support learners (ASL) are uncertain of the purpose of the lesson, and employ a narrow range of teaching/delivery styles. Coaches/ASLs are not managed and/or directed during curriculum delivery and are mostly left to just cover the lesson (PPA time etc.). Most pupils do not make progress in learning. |  |  |  |
| * The confidence and competence of staff varies. Lessons have good features, but teachers/coaches/ASLs have insufficiently high expectations of the range and depth of work expected. Coaches/ASLs are not managed/directed during curriculum delivery although the teacher is often present in the lesson. Most pupils make some progress but assessment lacks rigour. Limited reporting of progress to parents or carers. |  | Confidence of staff has improved this year. Audits and questionnaires have been carried out in order to identify strengths, levels of confidence and areas for development. Coaching for staff CPD has been put in place as well as shared planning discussions and observations – this has boosted confidence in staff who were less confident teaching the subject and this is something that we will continue to do to ensure PE teaching is of a high quality throughout school. | Staff CPD audit (App. 11)  CPD coaching feedback (App. 20) |
| * Most staff are confident and competent to use a range of teaching and learning styles in PE. Most lessons are good or outstanding. Teachers/ coaches/ASLs clearly understand the purpose of the lesson and use a wide range of teaching and learning approaches to deliver PESS with high levels of interaction for pupils. Coaches/ASLs are managed/ directed during curriculum delivery and work closely with the teacher to plan and deliver the lesson(s). The majority of pupils make good progress, which is fully reported to parents or carers, and there is a sound assessment process. |  |  |  |
| * All staff are confident and competent to deliver high quality PE and the quality of all lessons is good or outstanding. Teaching and learning approaches are matched to the lesson content, acknowledge preferred learning styles and encourage participation by all pupils. Teachers/coaches have an accurate and in depth subject knowledge of the curriculum i.e. demonstrate a critical understanding of developments in the subject and the progression of skills in all areas of activity (games/ dance/gymnastics/ athletics/OAA/swimming). All pupils make good progress which is clearly reported to parents or carers. Assessment involves pupils fully and identifies and celebrates their achievements. |  |  |  |
|  | 1. **Lesson Planning** | **SEJ** | **Summary of current practice/provision/performance** | **Evidence Source/Base** |
| * Lesson plans have unclear learning objectives and are over reliant on commercial resources that do not meet the needs of pupils. |  |  |  |
| * Most plans have clearly focused learning objectives. Teachers make selective use of commercial lesson plans, schemes of work and resources. |  |  |  |
| * Most plans identify a small number of key learning objectives. Resources are selected which support the learning objectives. Opportunities for reflection on learning are provided. |  | Last academic year (2017-18) it was made explicit how important regular planning and assessment was for Physical Education lessons. Teachers at Portobello plan using clear learning objectives and focuses, relating to appropriate and effective resources. Plans involve key questions and opportunities for children to evaluate and reflect on what they have done. |  |
|  | * All plans have clear teaching objectives and learning outcomes. An effective balance of commercial and teacher resources is used to meet objectives. |  |  |  |
|  | 1. **Assessment of progress and attainment** | **SEJ** | **Summary of current practice/provision/performance** | **Evidence Source/Base** |
| * Teachers/coaches/ASLs assess pupils’ progress or achievement in an arbitrary way, if at all and this is not reported to parents/carers. There is no overall policy and teachers do not understand the importance of assessment in PESS. |  |  |  |
| * Assessment lacks rigour. There is no mechanism for drawing on these assessments to show progress over time. There is no comment about PESS in annual reports. |  |  |  |
| * There is a whole school approach to assessing and recording progress in PESS used by all teachers. Some account is made of this in planning future work. Teachers/coaches/ASLs understand the difference between assessment for learning and assessment of learning. Pupils understand how to improve their learning as a result of accurate feedback from teachers. Progress is reported fully to parents and commented on in annual reports. |  | Planning and assessment has been a huge focus this academic year and all teachers have completed assessments following a sequence of lessons in order to use for next steps for further lessons as well as to be able pass on to the next teacher to show next steps in each subject area for individual children. Progress is reported in annual reports and class/individual progress and achievements are reported in newsletters, website and social media weekly. | Assessment examples (App. 24)  Report blank format (App. 21)  Newsletter and social media examples (App. 5 and 6) |
| * Assessment involves pupils fully in the process and identifies and celebrates their achievements against national expectations. There are systems in place to collate pupils' attainment at set points in the academic year as well as to moderate the accuracy of teacher/coach/ASL assessment. Pupils comment on both their progress and on ways this could be improved. Assessment identifies further needs and priorities for planning future work. Reports to parents/carers clearly show how pupils have made progress towards the national expectations and this is cross-referenced with other curriculum areas. |  |  |  |
|  | 1. **Information and Communication Technology** | **SEJ** | **Summary of current practice/provision/performance** | **Evidence Source/Base** |
| * There is no evidence of the use of ICT in PESS lessons. |  |  |  |
| * Some teachers/coaches/ASLs plan for ICT work in PESS and there is evidence of basic ICT work in displays. |  | Teachers very rarely use technology to support learning in PE. Some teachers use video/image prompts at the start of a lesson to demonstrate different skills. Some teachers have used slides on the whiteboard in the hall to display Dance vocabulary throughout the lesson and encourage children to relate back to the vocabulary when creating sequences as well as evaluating performances. This is an area for development and should be looked at closely in the near future. | Dance slides (App. 22) |
| * All teachers/coaches/ASLs use a range of ICT activities and resources to support teaching and learning. Displays reflect a range of ICT uses. |  |  |  |
| * All teachers/coaches/ASLs make imaginative use of ICT. Pupils use ICT independently to support their own work in PESS. ICT is written into the whole school plan for PESS. |  |  |  |
|  | 1. **Healthy Active Lifestyles** | **SEJ** | **Summary of current practice/provision/performance** | **Evidence Source/Base** |
| * There are few opportunities for pupils to participate beyond lessons. |  |  |  |
| * Staff in the school have a knowledge and understanding of the key behaviours of a healthy and active lifestyle. There is a programme of extra-curricular and informal opportunities that promote physical activity, but the breadth of the provision is limited and the offer is universal. |  |  |  |
| * There is a school policy that enables pupil participation across and beyond the school. The school is committed to supporting every child to be physically active. Staff can identify target groups of pupils that are deemed less-active and barriers to their participation are being addressed. Positive attitudes towards healthy and active lifestyles are encouraged among all pupils. Pupils are occasionally able to participate in opportunities in the community. |  | Staff share knowledge of healthy lifestyles throughout the curriculum and in PEPASS. The extra-curricular clubs that are available promote healthy active lifestyles by engaging children in physical activity that is regular and enjoyable. KS2 children carry out a ‘Fruit to Suit’ programme where they sell healthy snacks at breaktimes to promote healthy food choices. Teachers also have Assessment statements for PE that explain how to discuss healthy lifestyles with their class in order for them to understand it in a way that is appropriate and clear for their stage of learning. Each class teacher identified ‘less-active’ children in their class at the beginning of the year, invited those children to general ‘Get Active’ clubs and then identified if these children are now more active. Each class also have a ‘Participation Tracker’ which allows each class teacher to track each individual child’s physical activity levels and highlight what more could be done to ensure ‘less-active’ children are encouraged to be more active on a daily basis. | Clubs timetable (App. 16)  Fruit to suit display (App. 23)  Target tracker statements (App. 25)  Participation trackers (App. 19) |
| * The school has a clear physical activity policy which incorporates PE and school sport but also offers informal physical activity such as break-time activity, active travel and supervised play. Strategies are in place so that pupils are consulted about the activities offered. Pupils and teachers work together with other adults. They take responsibility for activities in the school and community. There is a democratically elected group of pupils that has input into the PESS policy in school. A positive attitude towards healthy and active lifestyles is encouraged among pupils and staff, and is extended to parents or carers. |  |  |  |
|  | **Teaching and Learning development targets:**   * Continue to identify ‘less active’ children and track participation levels (Sept 2018 – ongoing throughout the year) * Continue to provide opportunities for children to be physically active throughout the whole school day, including active lessons, active break times etc. (Ongoing) * Continue to promote an ‘active school’ approach and hold regular staff meetings/training to share ideas and expertise (One meeting per term) * Continue to insist on compulsory planning, assessment, participation tracking and pupil voice questionnaires in each class, every year. (Ongoing reviews) | | | |

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|  | 1. **MONITORING AND EVALUATION** | | | |
| 1. **Monitoring and evaluating PE and school sport** | SEJ | **Summary of current practice/provision/performance** | **Evidence Source/Base** |
| * There is no formal monitoring process. |  |  |  |
| * The coordinator monitors class teachers and NQTs as and when need arises. This may include lesson observations and scrutiny of planning. The subject leader monitors extra-curricular clubs through the completion of a register and occasionally visits a session. |  | PE lessons have been monitored and observed this year and further observations should have an impact, following feedback from previous sessions. The PE coordinator has monitored clubs and continues to monitor the uptake and amount of children attending. There is a participation tracker in place, which class teachers update, showing the clubs children are attending. Less active children are also highlighted and personally invited to the general ‘Get Active’ clubs as well as other sport specific clubs. | PE lesson observations (App. 18)  Clubs registers (App. 16)  Participation trackers (App. 19)  Pictures (App. 27) |
| * There is regular and planned monitoring of PE and school sport provision (including extra-curricular clubs) across the whole school, including lesson observation, scrutiny of work and planning. |  |  |  |
| * Teachers regularly observe each other and ASLs. Pupils are highly involved in the monitoring and evaluation process, identifying issues for development and change. Reports are made to governors and parents. |  |  |  |
|  | 1. **Achievement** | SEJ | **Summary of current practice/provision/performance** | **Evidence Source/Base** |
| * Pupils do not know what is expected of them in PE and school sport. |  |  |  |
| * Pupils know what is expected of them but teachers’ expectations are low and no account is taken of activities pupils may be involved in beyond school. |  | Teachers have high expectations in lessons and their delivery of after school clubs. Teachers identify gifted and talented children, however need to make the next step to encourage them and have the resources to be able to promote further involvement and participation in clubs outside of school. |  |
| * Pupils are clear about expectations in PE and school sport. Achievement in PE and school sport across and beyond school is recognised and celebrated by the school. Credit is given for active participation in school and community life. Pupils identify and reflect on progress of targets for PE and school sport. |  |  |  |
| * Pupils achieve well and make very good progress. They set their own targets and direct their efforts in areas of need. Very high attainment is displayed. All pupils have their achievements recognised and certified. The school ensures that at transition teachers/schools are aware of pupil achievement. |  |  |  |

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|  | 1. **Review** | SEJ | **Summary of current practice/provision/performance** | **Evidence Source/Base** |
| * There is no review of PE and school sport. |  |  |  |
| * The coordinator monitors but this is rarely discussed in a wider forum. Reports are submitted to the leadership team. |  |  |  |
| * PE and school sport is regularly discussed at staff meetings and issues are identified for future development. PE and school sport is reviewed annually by key staff and an action plan produced by the coordinator in the context of the statutory requirements for the National Curriculum for PE, Ofsted and the Sports Premium funding. |  | PE and school sport is regularly discussed and suggestions for improvements are put into place – this year especially in terms of planning, assessment and implementation of active lessons. Action plans are produced annually and relate to allocation of funding and whole school improvement. All children in school now take part in a ‘Active 15 minutes’ every afternoon, as part of our ‘active school’ initiative, promoting brain breaks, active learning and promoting regular physical activity. This has proven to be very positive, with children having some ownership over the type of activity they take part in, promoting whole class team building and provides children with additional physical activity to look forward to during their busy afternoon at school. | Staff meeting slides (App. 13)  Planning sheet (App. 9)  Assessment sheet (App. 10)  Active lessons/Porto-fit afternoons (App. 14)  Annual action plan (App. 2) |
| * PE and school sport is discussed by pupils and staff at school council meetings and at governing body meetings. The review involves parents and members of the school community and plans are shared. |  |  |  |
|  | **Monitoring and Evaluation, development targets:**   * Ensure more regular observations of PE lessons are carried out and feedback is relevant and effective (3 per academic year) * Monitor the number of children taking part in physical activity and sport outside of school (Ongoing) * Provide further opportunities/links for children to take part in further sporting activities outside of school (Ongoing) | | | |

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|  | 1. **PARENTAL AND COMMUNITY INVOLVEMENT** | | | |
| 1. **Parental involvement in PE and school sport** | SEJ | **Summary of current practice/provision/performance** | **Evidence Source/Base** |
| * Parents and others used as visitors on an ad hoc individual basis. No policy or guidance in place. |  |  |  |
| * School plans for the involvement of parents and community members in line with school policy and external guidance. |  | Parent involvement is improving through the use of questionnaires, newsletters and our PICs (Parents in community) meetings. Parent governors have responsibilities to PE and school sport and collaborate well with the PE leader and Headteacher to discuss parent views, ideas and involvement. | Parent questionnaires (App. 25)  School games day 2016-17 and 2017-18 (App. 26) |
| * Parents and community members are used to support the PE and school sport curriculum and receive clear guidance on their role and purpose. Their involvement is well planned and evaluated by staff and pupils. |  |  |  |
| * Parents and members of the community are involved in planning activities in collaboration/partnership with the subject leader with input from pupils. The involvement of external visitors is monitored. |  |  |  |
| 1. **Voluntary and statutory organizations and agencies and Non-Government Organisations (NGOs) and agencies** | SEJ | **Summary of current practice/provision/performance** | **Evidence Source/Base** |
| * No use is made of other providers. |  |  |  |
| * The school makes some use of local and national agencies as a resource including the Gateshead School Sport Partnership and their key partners. |  | Portobello makes good use and collaborates well with GSSP to involve children in school sport tournaments/festivals and different opportunities. We have links with other clubs such as Karate, Judo, Cricket and different clubs that hold Level 2 competitions. We also have links with Bike-it initiatives to promote healthy active lifestyles in the community and allow children to broaden their skill set in different forms of activity. | GSSP competition entry forms/Football league fixtures (App. 31) |
| * Mapping of local community and health resources has been undertaken and their use is planned for in PE and school sport. |  |  |  |
| * Members of the community organise support and initiate activities in the school as part of the arrangements for OSHL. Pupils and teachers invite guests to both increase awareness and provide inspiration. |  |  |  |
|  | 1. **Website** | SEJ | **Summary of current practice/provision/performance** | **Evidence Source/Base** |
| * The school does not have a website at all or has a website but it does not have a PE and school sport page. |  |  |  |
| * The school has a website which includes a PE and school sport page but it is not easily accessible to parents and the community. |  | The PE and School sport section of the website is a working document and is currently being improved. The website is readily available to parents and the local community, it includes the PE action plan, case study about the funding allocation and links to our social media platforms where success and achievements are celebrated. | Funding action plan (App. 2)  Case Study (App. 2)  Social media (App. 5) |
| * The website is effectively managed with PE and school sport information. Pupil participation, work and achievement are published on the site. |  |  |  |
| * Pupils assist in the management of the PE and school sport pages of the website. It is dynamic and provides information, resources, and links for pupils and parents. There is an opportunity for parents to make comments about the PE and school sport programme. |  |  |  |
| 1. **Keeping parents and local community informed** | SEJ | **Summary of current practice/provision/performance** | **Evidence Source/Base** |
| * Parents and the community are generally unaware of the school’s approach to PE and school sport. |  |  |  |
| * Information is available in school newsletters to the community. Parents know what their children are being taught in PE and their involvement in school sport. |  |  |  |
| * Parents and the community are kept informed through regular newsletters, the school website and through participation in PE and school sport activities. |  | Parents and the local community are regularly updated with the range of sports and activities children take part in, celebrating success and inclusion in all events. Sporting success and participation is also regularly reported on weekly newsletters. | Newsletters (App. 6)  Social media examples (App. 5) |
| * Parents and community are invited to participate in workshops on specific aspects of PE and school sport the importance of healthy lifestyles. Parents and community members are also invited to give or take part in talks. |  |  |  |
|  | **Parental and Community Involvement, development targets:**   * Ensure website is regularly updated and in line with social media updates (Weekly) * Provide parents with a more active role in the running of PEPASS in school, holding regular meetings to gather feedback and share ideas (Termly meetings) | | | |

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|  | 1. **RESOURCES AND THEIR MANAGEMENT** | | | |
| 1. **PE and school sport equipment and resources.** | SEJ | **Summary of current practice/provision/performance** | **Evidence Source/Base** |
| * There is a small amount of PEPASS equipment and resources. What is available is not in very good condition or out of date. |  |  |  |
| * Though there are sufficient equipment and resources to meet minimum standards and entitlement, the school has identified gaps in equipment and resource provision. Funding is available to meet these needs. |  | We have a wide range of resources, however do not have enough to cater for a whole class of 30 to participate in individual activities, using 1 piece of equipment each, e.g. 1 basketball each. Teachers and pupils are able to access all equipment at the same rate and additional equipment is available for children to use for active break times. | Image of resource cupboards and containers (App. 30) |
| * There is a wide range of equipment and resources available to teachers and pupils. Pupils are able to access and choose equipment and resources themselves. |  |  |  |
| * There is a wide range of high quality equipment and resources. Equipment and resources are matched to needs and challenge/support inclusion, race and diversity. |  |  |  |
| 1. **Deployment and equality of access to equipment and resources** | SEJ | **Summary of current practice/provision/performance** | **Evidence Source/Base** |
| * There is no clear deployment. For example, distribution of equipment and resources might be dependent upon the PE PASS Co-ordinator. |  |  |  |
| * There is a nucleus of appropriate equipment and resources available to all staff to deliver PEPASS. The equipment and resources are stored centrally and are clearly labelled with equal access to all staff and pupils. |  |  |  |
| * All teachers have access to a range of suitable equipment and resources that support teaching and learning in PEPASS for each Key Stage. All pupils have access to this equipment and resources to support their learning. The equipment and resources are stored centrally and are clearly labelled with equal access to all staff and pupils. |  | Central store of equipment for all staff to use, which is labelled and easily accessed at all times. | Image of resource cupboards and containers (App. 30) |
| * All teachers in each year group have access to a wide range of well-maintained equipment and resources to support PEPASS teaching and learning throughout the school. There are sufficient amounts of equipment to ensure that all pupils have access this equipment and resources to support and enhance their learning. Opportunities are provided to use community clubs and coaches as appropriate to develop and enhance teaching and learning. |  |  |  |
|  | 1. **Use of PE, physical activity and school sport equipment and resources** | SEJ | **Summary of current practice/provision/performance** | **Evidence Source/Base** |
| * There is over reliance on a small selection of equipment and resources. |  |  |  |
| * Equipment and resources are used to support PEPASS but lack focus and challenge. |  |  |  |
| * Equipment and resources are matched to the contents of the lesson and a mixture of teaching and learning approaches are used. |  | Equipment matches the curriculum map and are all centrally stored and labelled for all staff to access easily | Image of resource cupboards and containers (App. 30) |
| * Equipment and resources are selected to support a wide range of teaching and learning approaches and to reflect diversity and inclusion. There is a planned programme for the review and replacement and purchase of equipment and resources. |  |  |  |
| 1. **Selection of equipment and resources** | SEJ | **Summary of current practice/provision/performance** | **Evidence Source/Base** |
| * There are no criteria for the selection of PEPASS equipment and resources. |  |  |  |
| * Equipment and resources are selected to meet the needs of individual units within PEPASS but are uncoordinated. |  | Equipment matches the curriculum map and audits have taken place this year to fill gaps in which teachers have identified, e.g. amounts of balls/beanbags etc. for a whole class to access at the same time. | Image of resource cupboards and containers (App. 30) |
| * There are clear criteria for the selection of equipment and resources to support teaching and learning throughout the school. Equipment and resources are regularly reviewed, revised and updated by the PEPASS Co-ordinator. |  |  |  |
| * Teachers and pupils at all levels regularly review and assess the value of the equipment and resources that they and their teachers use. Pupils and teachers also discuss what other equipment and resources would be helpful. |  |  |  |
|  | **Resources and their Management, development targets:**   * Use funding to purchase further equipment that is relevant and appropriate for whole class teaching (Autumn Term 2018) | | | |

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|  | 1. **STAFF DEVELOPMENT** | | | |
| 1. **Audit of staff skills and expertise** | **SEJ** | **Summary of current practice/provision/performance** | **Evidence Source/Base** |
| * No structured audit has taken place. No one knows of skills teachers may have for teaching aspects of PE and school sport. |  |  |  |
| * An audit has taken place which has identified gaps in provision and areas for whole school development. Some teachers have received training as a consequence. |  |  |  |
| * An audit of skills has taken place and teachers with particular strengths are able to share their expertise with other PE and school sport teachers. |  | Staff audits have taken place this year, one at the start of the year to identify gaps and another in Summer term to update confidence levels and CPD opportunities. Shared planning sessions have been planned for staff to share expertise and staff have discussed and shared ideas for extra-curricular club setups/activities etc. | Staff audits (App. 11)  CPD feedback (App. 20) |
| * Audits are used on a regular basis to identify individual and whole school development needs and to ensure that pupils’ entitlement is met and staff in need of extra support are given assistance. |  |  |  |
| 1. **Knowledge and understanding about PE and school sport** | **SEJ** | **Summary of current practice/provision/performance** | **Evidence Source/Base** |
| * In many lessons the quality of teaching is affected by the teacher’s insecure knowledge and understanding of PE and school sport. Some training has taken place. |  |  |  |
| * Most teachers have sound knowledge and understanding of PE and school sport. Training is available for teachers to improve this. |  | Most teachers enjoy and are confident when teaching PE. Those who are not have identified areas for development and are open to receiving additional CPD training. We work alongside our feeder secondary school to promote additional opportunities and boost staff self-esteem when observing and team teaching different events and activities in preparation for Level 2 competitions. | Staff questionnaires (App.32)  Staff audit (App. 11)  Lord Lawson cluster events (App. 17) |
| * Class teachers have good knowledge and understanding of PE and school sport and use it effectively in their teaching. Training is provided to meet teacher needs. The school takes advantage of local authority support. |  |  |  |
| * There is training for staff to show how they can constructively support PE and school sport especially at transition. Training may be joined with other phases. |  |  |  |
|  | 1. **Continuing professional development** | SEJ | **Summary of current practice/provision/performance** | Evidence Source/Base |
| * Few if any teachers have participated in PE and school sport CPD. |  |  |  |
| * The school makes use of LA and other providers and external courses for identified staff. The coordinator is familiar with the wide range of CPD opportunities and what makes effective PE and school sport CPD including web based support. PE and school sport is included in the school CPD programme. |  | Staff have received CPD training in terms of teaching alongside experienced coaches and sharing expertise between colleagues, however we now need to provide more class teachers with the opportunity to attend additional training on specific sport/activity sessions to broaden their knowledge and experience further. | Staff questionnaire (App. 32)  Staff CPD audit (App. 11) |
| * The coordinator for PE and school sport uses the Self-evaluation Tool to identify CPD needs. PE and school sport CPD is an integral feature of the school improvement plan and strategic plan for PE and school sport. There is an opportunity for those who have taken part in training to feed back to staff and use the learning to improve teaching and learning. |  |  |  |
| * All staff have access to PE and school sport CPD through a school supported continuing professional development plan. The school acknowledges the role of subject associations, network meetings and advisory groups for PE and school sport. There is evidence that CPD has made an impact on PE and school sport provision, especially teaching and learning. |  |  |  |
|  | **Staff Development, development targets:**   * Ensure more class teachers are attending CPD courses to broaden their knowledge of different sports/activities (Annual plan in Sept 2018) * Plan teacher CPD for the year, using staff audits and areas for development (Sept-Oct 2018) | | | |

HOW TO APPLY

To apply for the Gateshead School Sport Partnership Quality Mark you **must complete all sections and subsections** of the self-evaluation tool. ***The criteria statements that best reflect the current position of your school should be selected within each section and subsection of this document.***

As well as completing the Self Evaluation Judgement column **you must also complete** the following columns within the application document:

* Column 3 – Provide a brief summary of current practice/provision/performance to qualify the self-evaluated judgement made; use bullet points and be clear and concise.
* Column 4 – Evidence: Provide brief sign-posts to sources of evidence to support your judgements; you may use the same evidence in more than one section/subsection if applicable; provide examples of impact on pupil outcomes in this evidence if possible.
* **Development/action planning**

Following **full** completion of this self-evaluation tool with your self-evaluated judgements you are required to submit a Development/Action Plan that:

* is based on this review and subsequent development targets to improve PEPASS provision in your school
* has realistic development targets (a maximum of 3 per section) for all 6 areas with details of how they will be implemented; this should incorporate the timescales and illustrate clearly how you are going to plan/target set for improvement against the 6 areas of development in the GSSP PPEPASSHQM. *It may not always be possible to feel you have incorporated them all and to the level you would like to, but knowing where the gaps are is as important as knowing where you are doing things well*
* demonstrates the importance of planning for the evaluation of impact –include explicit reference to success criteria and evidence of impact in your plans e.g. 85% of year 6 pupils will be able to swim 25 metres; 25% more key stage 2 pupils taking part in extra-curricular clubs at least once per week.
* Has concrete evidence and not just your own observations and anecdotes e.g. can you go a stage further? Is it possible to devise a simple 10 minute questionnaire for children or find one online that might confirm objectives have been achieved?
* Identify the difference (impact) your actions will make and in particular the positive impact there will be on pupil outcomes.
* The impact section should be current, but you may include in your evidence section the journey of the last three years.

You may like to use an existing subject development/action plan that has been modified to reflect the actions needed for improvement against the 6 areas of development in the GSSP PPEPASSHQM. This is acceptable as long as you can confidently say you have covered the success criteria for this award.

GSSP have provided some example action plan templates that can be adopted/adapted for this purpose if needed. These will be made available once you have registered your intention to apply for the GSSP PPEPASSHQM.

FINAL SUBMISSION

**Checklist for submitting your application:**

* Register your intention to apply and request your application form and development/action plan example templates (if required).
* Decide which award you will be applying for and complete your GSSP PPEPASSHQM Self Evaluation Tool Application Form.
* Complete your development/action plan using your development targets for each of the 6 areas of this award as the basis of this plan.
* Send your completed self-evaluation form and development/action plan to your referee so they can write their supporting statement.
* All schools are also required to confirm that their application is support and verified by their Headteacher and Chair of Governors; the completed application form should therefore be signed by these people and your independent referee.
* Send your completed application forms and Whole School Strategy reflecting the commitment to improving the quality of PEPASS (see Appendix 1) to:

Andrew Carr, Gateshead School Sport Partnership, Dryden Centre, Evistones Road, Gateshead, NE9 5UR

Fax: 0191 4338700 E-mail: [andrewcarr@gateshead.gov.uk](mailto:andrewcarr@gateshead.gov.uk)

**Please note:** Apart from your self-evaluated judgement, development/action plan and Whole School Strategy no additional supporting information is needed in the first instance. If further investigation or clarification is required, the validation team may ask for certain evidence to support your application.

**Documentation that may be requested might include:**

* Evidence of relevant/applicable documentation
* Latest OFSTED report and relevant action plans
* Physical education section within the school prospectus
* School development plan
* Evidence of community links
* Relevant links to school website

KEY QUESTIONS AND ANSWERS

* **When are applications due?**

There are three deadline dates throughout the year:

1 November (1st cycle) 1 March (2nd cycle) 1 July (3rd cycle)

On receipt of your completed application forms you will receive an acknowledgement and notification of when your application will be assessed and results notified.

* **How will the application be assessed?**

There will be a formal desktop assessment. The assessment will then be audited and a sample of applications will be followed up by validation. This validation may be in the form of a telephone call or e mail to clarify/check criteria or there may be an informal school visit. All Embedded applications will receive a school visit. All applications will then be submitted to a panel for adoption, when final results will be ratified.

* **When are results released?**

Results will be available to coincide with the deadline dates for applications:

1 March (1st cycle) 1 November (2nd cycle) 1 July (3rd cycle)

* **How long is the award valid for?**

All the awards are valid for 3 years. In the second year of your award your school will be notified about reapplying. To upgrade and award you can reapply when you are ready and at any time within the deadline date cycles identified above.

APPENDIX 1



**PHYSICAL WELLBEING** Increased involvement in a healthy, active lifestyle leading to lifelong participation

**GSSP OUTCOMES FOR YOUNG PEOPLE**





APPENDIX 2

APPENDIX 3

**Developing your whole school strategy**

Schools should develop and implement a clear strategy for Physical Education and School Sport (PEPASS). Ofsted Inspectors have observed that schools providing effective PEPASS had a ‘clear vision for how PEPASS would support their students’ overall development.’

Similar to other whole school improvement strategies, using PE and sport to improve whole school standards works best when:

* Senior leadership, particularly the head teacher, plays a role in the planning and implementation of the work;
* Pupils and staff involved are carefully identified;
* PE and other subject leaders work collaboratively to develop strategies and high-quality resources; and
* The method of evaluation is considered in the planning stage rather than the implementation stage.

A strategy supported by planning, assessment and evaluation of impact, that gives clear consideration to the provision, enjoyment and performance in PEPASS of all learners in a school is the most effective way of improving standards.

Whole school strategic planning will acknowledge that, while some learners will receive additional specialist support, it is the responsibility of all staff in the school to teach and extend PEPASS skills and opportunities. The commitment and involvement of the leadership team is essential. A PEPASS strategy may be a separate document or be part of other written documentation, such as the main school development or improvement plan.

**A school will meet the requirement of this element if it has a whole school strategic approach, demonstrated through planning that:**

* Is based on self-evaluation (PPEPASSHQM);
* Takes in to account the performance and needs of different groups of learners;
* Has realistic and measurable targets for improving performance (PPEPASSHQM);
* Specifically mentions PEPASS;
* Demonstrates that there is commitment and involvement of the head teacher, leadership team and governors;Specifically states that improving the quality of PEPASS is the responsibility of all staff;
* Reflects the school’s commitment to equal opportunities and inclusion;
* Includes a description of the measures to be taken to raise standards, including provision beyond the school day;
* Sets realistic but challenging timescales for achieving the objectives of action planning;
* Details resources, including materials and equipment, staff and teaching time, and funding to be devoted to PEPASS (including the Primary Sports Premium funding allocation);
* Has clear and specific success criteria;
* Describes how the planning will be monitored and how progress and impact on learners will be evaluated.

**Referee’s supporting statement**

The statement of endorsement should be written in context of the application forms. The referee should explain his or her   
involvement with the school and indicate the main strengths of the school’s provision of PEPASS where qualified to do so.

As the SSCO for the Lord Lawson of Beamish Academy Cluster of which Portobello has been part of for several years I have seen first-hand the development of PEPASS and how it has become an integral part of the school.

LEADERSHIP and MANAGEMENT

I have regular correspondence with the PE co-ordinator who actively engages with all activities within the cluster offer. It is evident that there are clear lines of communication between the PE co-ordinator and classroom teachers as pupils always know what to expect from every session and come prepared.

CURRICULUM PLANNING AND PROVISION

Portobello are one of the lead primary schools with attendance at all cluster events. It is clear the value that the school places on PE not only through their attendance at events but also their performance at them. Classes are well prepared, and it is evident that they have spent time within the curriculum preparing for the competition.

STAFF DEVELOPMENT

When delivering taster sessions as part of the cluster offer staff take an active role and appear keen to develop their knowledge. Staff will often ask questions and discuss ideas for future lessons.

PARENTAL AND COMMUNITY INVOLVEMENT

Portobello has established a strong link with Lord Lawson that extends beyond the service level agreement, we often support additional sporting events and vice-versa.

We are very proud of the relationship that has been developed and they have my full support with this application.

**Independent referee** (eg SSCo, sports development officer, local club, Head of PE at feeder secondary school)

Full name: Dan Wyllie Position: SSCO

Address: Lord Lawson of Beamish Academy

Birtley Lane

  Birtley

  Co Durham

 Postcode: DH3 2LP

Telephone No: 0191 4334030 ext. 293 Email: dwyllie@lordlawson.org.uk

**It is essential that your completed application forms are endorsed by the head teacher of the school, the chair of governors, and an independent referee who should write a brief statement below to support your application.**

**Head teacher**

Full name: Jayne Humphrey (signature) J. Humphrey

**Chair of governors**

Full name: Dorothy McGuiness (signature) D.McGuiness

1. The association for Physical Education (afPE) definitions of these outcomes will be adopted for the purposes of the PPEPASSHQM and can be found in Appendix 2 of this document. [↑](#footnote-ref-1)
2. See Appendix 1 for a local and national model of high quality outcomes for PEPASS. [↑](#footnote-ref-2)