

Great Tew Primary School PE Self Assessment Audit

Area of Focus	PE and School Sport Action Plan	How We Will Use the Funding
<p>Area 1 Increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics</p> <p>Curriculum</p>	<p>Review the quality of curriculum and teaching and learning including:</p> <ul style="list-style-type: none"> • <i>Breadth and Balance (Statutory Entitlement – Sept. 2014)</i> • <i>Time allocated to PE each week</i> • <i>Quality of teaching and learning (Lesson planning and observation)</i> • <i>Staff Professional Development (PD)</i> • <i>Access to facilities / resources</i> • <i>Pupil needs (Pupil Voice)</i> • <i>Provision for children with particular talents in PE</i> <p>Discussions with pupils through School Council and pupil surveys; liaison with parents through parent surveys.</p>	<ul style="list-style-type: none"> • Employing specialist teacher of Physical Education (Rachel Sellars) to work alongside teachers in lessons. • Employing specialist hockey coach to work alongside teachers in lessons (Carol Hicks) • Specialist dance teacher (Dennis Victory) to work with older children • PE Fundamentals Training organised through Chipping Norton Partnership of Schools (CNPS) • Improving staff professional learning to upskill teachers and teaching assistants • Employing expert advice to evaluate strengths and weaknesses in Physical Education and School Sport (PESS) and implement plans for improvement (Rachel Sellars)
<p>Area 2 Increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics</p> <p>Extra-Curricular</p>	<p>Review the quality of our extra-curricular provision including:</p> <ul style="list-style-type: none"> • <i>Range of activities offered</i> • <i>Number of children attending</i> • <i>The promotion of active and healthy lifestyles</i> • <i>Quality and qualifications of staff providing the activity</i> • <i>Ensure the enhancement and extension of our curriculum provision</i> • <i>Inclusion</i> • <i>The time of day when activities are offered</i> • <i>Access to facilities (on-site / off-site)</i> • <i>Pupil needs/interests (Pupil Voice)</i> • <i>Partnerships and links with clubs</i> • <i>Talent provision</i> <p>Discussions with individual pupils and liaison with parents / carers</p>	<ul style="list-style-type: none"> • Employing local coaches to provide extra-curricular sporting opportunities – Carol Hicks (hockey), Mark Andrews (junior football), Arsenal Soccer Schools (infant football), Madeleine Headley-Ford (dance), Rachel Sellars (netball) • Provision of extra-curricular sporting opportunities before as well as after school • Training for TAs to introduce multi-activities at lunchtimes on new Sports' Pitch • Play-leader training for older children to run activities for younger children • Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement (Rachel Sellars) • Extra-Time Clubs available through CNPS (hockey)

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<p>Area 3 Participation and success in competitive school sports</p>	<p>Increased numbers of pupils participating in:</p> <ul style="list-style-type: none"> • <i>Intra school activities</i> • <i>Inter school activities</i> • <i>School games activities</i> <p>Increased range of competitive opportunities as well as success in competitions</p>	<ul style="list-style-type: none"> • CNPS partnership tournaments and festivals • Intra school competitions eg house events for a range of sports, organised by the children • Paying for transport for fixtures and festivals • Termly meetings for our Primary Link Teacher (PLT) with CNPS Community Learning Co-ordinator (Jo Phillips) and all other partnership PLTs
<p>Area 4 How much more inclusive the physical education curriculum has become</p>	<p>Review the quality of our curriculum including:</p> <ul style="list-style-type: none"> • <i>Breadth and Balance</i> • <i>Accessibility of all the activities</i> • <i>Use of TAs to support learning</i> • <i>Quality of teaching and learning</i> • <i>Staff Professional Development</i> • <i>Access to facilities / resources</i> • <i>Pupil Needs (Pupil Voice)</i> • <i>Other</i> <p>Discussions with individual pupils and liaison with parents / carers</p> <p>Check equipment to ensure it meets the needs of our pupils</p> <p>Ensure our Whole School Inclusion Policy refers to PE</p>	<ul style="list-style-type: none"> • Introduction of orienteering at KS2 • Purchasing specialist equipment and teaching resources to develop a fully inclusive curriculum • Introducing basic movement skills in the Early Years / Foundation Stage • Professional Development for staff to increase subject knowledge and confidence in PE • Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement (Rachel Sellars)
<p>Area 5 Growth in the range of provisional and alternative sporting activities</p>	<p>Review the quality of our extra-curricular provision including:</p> <ul style="list-style-type: none"> • <i>Range of activities offered</i> • <i>The enhancement and extension of our curriculum provision</i> • <i>Inclusion</i> • <i>The promotion of active, healthy lifestyles</i> • <i>Quality and qualifications of staff providing the activity</i> • <i>The time of day when activities are offered</i> • <i>Access to facilities (on-site / off-site)</i> • <i>Pupil needs/interests (Pupil Voice)</i> • <i>Partnerships and links with clubs</i> • <i>Talent provision</i> • <i>Staff Professional Development (PD)</i> • <i>Other</i> <p>Discussions with individual pupils and liaison with parents / carers</p>	<ul style="list-style-type: none"> • Introduce an annual or termly walk to school/Walking Bus • Whole school Maypole Dancing – pay for a day’s workshop • Annual sponsored walk – link to charity focus • Introduction of some extra curricular activities before school • Employing specialist PE teachers or qualified coaches to increase subject knowledge and confidence • Develop links with Great Tew Cricket Club and local rugby clubs for additional coaching support

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<p>Area 6 <i>Partnership work on physical education with other schools and other local partners</i></p>	<p>Great Tew Primary School is one of the ten primary schools and one secondary school that form the Chipping Norton Partnership of Schools</p> <p>Identify any new possible partnerships – eg Great Tew Cricket Club</p>	<ul style="list-style-type: none"> • Buy in to CNPS each year (this costs £6 per child) • Rental of Tew Centre for gymnastics, dance etc • Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement (Rachel Sellars)
<p>Area 7 <i>Links with other subjects that contribute to pupils' overall achievement and their greater spiritual, moral, social and cultural skills (SMSC)</i></p>	<p>Review the contribution of PESS to whole school priorities</p> <p>Ensure our vision for PESS is developed to reflect contribution to SMSC</p> <p>Identify the positive impact that PESS has on:</p> <ul style="list-style-type: none"> ▪ <i>Academic achievement (e.g. literacy and numeracy)</i> ▪ <i>Behaviour and safety</i> ▪ <i>Attendance</i> ▪ <i>Health and well-being</i> ▪ <i>SMSC</i> 	<ul style="list-style-type: none"> • Employing expert advice to evaluate the school's current strengths and weaknesses in PE and sport, and implement plans for improvement (RS) • Providing PD on how to teach PE effectively • Employing specialist PE teachers / coaches to work alongside teachers in lessons to increase their subject knowledge • Ensuring that once PESS subject knowledge is secure, all staff support and implement cross curricular learning
<p>Area 8 <i>Review the impact that the funding has had on other factors</i></p> <p><i>Inspectors also take account of the following factor:</i> <i>The greater awareness amongst pupils about the dangers obesity, smoking and other such activities that undermine pupils' health</i></p>	<p>On-going review of provision for each of the following areas:</p> <ul style="list-style-type: none"> ▪ <i>Achievement</i> ▪ <i>Quality of Teaching</i> ▪ <i>Behaviour and Safety</i> ▪ <i>Leadership and Management</i> ▪ <i>Quality of the curriculum</i> <p>Improve awareness amongst pupils about the dangers obesity, smoking and other such activities that undermine pupils' health</p>	<ul style="list-style-type: none"> • Employing expert advice to evaluate the school's current provision strengths and areas for development (RS) • Employing evaluation tools to measure and monitor progress and impact • Securing time for the subject leader to undertake reviews and construct further development plans