

Rivelin Primary School

Excellence for Every Child Every Day



PE Action Plan 2019-2020

We will know when we are an outstanding school when:

- There is no teaching less than good in the school
- Progress measures compare favourably with national
- EYFS good level of development is above the national
- Pupils with SEND achieving above the national
- Phonics screening is above national
- Achievement of boys matches achievement of girls in all areas across school
- All groups of pupils making good progress across school
- Pupils achieving ARE are above the national level
- Attendance of all groups is in line with national or above

It is not yet an outstanding school because:

- Overall, pupils' progress in reading and mathematics, while improving rapidly, is not as strong as in writing across Key Stage 2.
- Pupils do not always have enough opportunities in Years 3 to 6 to use their mathematical skills to solve problems.
- Not all teachers check pupils' learning carefully in lessons, and adjust their work accordingly.
- Some teachers move some pupils on too quickly with their work, before they have fully understood what they are learning.
- The attendance of disadvantaged is below the national average

(Ofsted report published December 2015)

To achieve afPE quality mark award for Physical education and sport

The afPE Quality Mark will recognise, through a succinct self-review and evaluation process, the strength and quality of physical education and sport in your school. It will raise the profile of the subject and the school both locally and nationally and will promote the high quality work that is being undertaken on a day to day basis. High quality physical education and sport makes a difference to the learning and experiences of children and young people both within the subject and more widely across the curriculum.

Action 1

To complete the application form (Microsoft Word application) using a self-review strategy which will be followed up by a review visit by an allocated afPE Validator.

Action to be taken (and key personnel)	Outcomes / success criteria	Monitoring, by whom and how	Milestone 1 July 2019	Milestone 2 January 2020	Milestone 3 July 2020
To ensure all pupils' progress from their different starting points and ensure that pupils achieve or exceed standards expected nationally and show the impact of our actions.	<ul style="list-style-type: none"> ✓ Pupils make consistently strong progress from their different starting points, across the range of activities. ✓ Progress for pupils with SEND is improving and is close to reaching the same as other pupils with the same starting points. ✓ Most pupils (80%) can swim at least 25 metres by the end of year 6, with a range of effective strokes and perform safe self-rescue in different water-based situations (exceptions can be made to swimming percentages if circumstances such as limited pool use are evident). 	ABG and SM to monitor assessments and lessons.	Pupils begin to achieve beyond National Expectations	Pupils develop skills achieved beyond National Expectations	Pupils have secure skills achieved beyond National Expectations
To improve subject knowledge, expectations and practice of teachers, coaches and other adults who support learning. To show what difference this makes to your pupils.	<ul style="list-style-type: none"> ✓ Pupils of all abilities are fully included and challenged to achieve their best because learning is planned on the basis of what pupils already know, understand and can do and as a result pupils have good attitudes to learning and progress. There are few incidences of inappropriate behaviour or of pupils not taking part/forgetting kit. ✓ Teachers ensure that pupils are active and engaged in physical activities throughout the lesson, and they expect pupils to work hard for sustained periods of time. ✓ Time in lessons is used effectively to engage all pupils in vigorous physical activity for sustained periods of time and to promote their physical fitness. 	Arches to provide CPD for staff. ABG and SM to monitor. ABG to share good practise through staff meeting. Teachers to share good practice	Pupils begin to achieve beyond National Expectations	Pupils develop skills achieved beyond National Expectations	Pupils have secure skills achieved beyond National Expectations

	<ul style="list-style-type: none"> ✓ Teachers have a good level of specialist expertise, which impacts on pupils. As a result, they use a wide range of resources and teaching strategies to promote good learning for pupils across all aspects of the subject. ✓ Pupils' learning and progress is effectively enhanced through the use of ICT which also enhances opportunities to observe and analyse work for improvement. ICT is used effectively to support the pupils' observation and analysis to improve work further. 				
To show how teacher self-evaluation and other similar processes improve and inform the quality of your programme. To explain what difference this make to your pupils.	<ul style="list-style-type: none"> ✓ Self-evaluation is accurate and informs detailed plans for improvement and support good improvement by pupils. ✓ Lesson monitoring is routine and well established. Strengths are shared between teachers and weaknesses are tackled through further challenge and professional development tailored to individual needs, in order to impact on pupils. ✓ Assessment procedures are firmly established in all key stages and are applied consistently to monitor pupils' progress and inform future planning. 	ABG and SM to monitor assessment and lessons.	Pupils begin to achieve beyond National Expectations	Pupils develop skills achieved beyond National Expectations	Pupils have secure skills achieved beyond National Expectations
To ensure provision for extended learning, including participation and competitive opportunities. To demonstrate how this supports the development of all your pupils.	<ul style="list-style-type: none"> ✓ All pupils are provided with a good range of activities during and after school to enable them to make good progress and attain good standards. ✓ Many competitive opportunities are available both within the curriculum and through extra-curricular activities that enable many pupils to compete at intra-school, inter-school, district, county and national level competition. ✓ Many pupils access at least one additional hour of school sport and/or dance each week. 	SM to monitor clubs.	20% of each year group engage in a range of extra-curricular activities.	20% of each year group engage in a range of extra-curricular activities.	20% of each year group engage in a range of extra-curricular activities.
To show partnerships and links to community sports. To show how this supports the development of all your pupils.	<ul style="list-style-type: none"> ✓ Partnerships with schools, clubs and the wider sporting community enhance pupils' learning and participation in physical education, sport and physical activity, providing a wide range of physical enrichment activities to promote and extend pupils' learning and engagement with the subject. 	ABG and SM to make links through arches and cluster schools	A range of links for pupils, with sports clubs and external sporting organisations are in place which support	A range of links for pupils, with sports clubs and external sporting organisations are in place which support and enhance the	A range of links for pupils, with sports clubs and external sporting organisations are in place which support and enhance the

			and enhance the curriculum programme.	curriculum programme.	curriculum programme.
To demonstrate how we use the principles of Assessment for Learning (AfL) to improve pupils' knowledge and understanding, and to track pupils' progress and performance. To show the impact of our actions on the pupils.	<ul style="list-style-type: none"> ✓ Pupils' progress is systematically checked throughout all key stages. ✓ Assessment data is used by teachers, coaches and other adults supporting/leading learning to plan further challenges for more able pupils and provide additional support for the less able. ✓ Pupils apply themselves and are effective at evaluating, making adjustments and adaptations when performing in different contexts. ✓ Pupils assess their own and others' performances and suggest improvements, sometimes with guidance. 	ABG and SM to monitor assessment	Teachers begin to question pupils to check their understanding and provide expert advice on how to attain high levels of performance.	Teachers develop questioning skills pupils to check their understanding and provide expert advice on how to attain high levels of performance.	Teachers securely question pupils to check their understanding and provide expert advice on how to attain high levels of performance.
To ensure quality teaching, learning and assessment for ALL pupils through an inclusive provision, which is broad and balanced. To show the impact of your actions on the pupils.	<ul style="list-style-type: none"> ✓ Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve. ✓ Teachers are aware of pupils' progress from their starting point and that standards are being met. ✓ The broad and balanced physical education curriculum enables all pupils to participate regularly in a range of activities. ✓ Progression routes are clear, well established and promote pupil participation in physical activities. 	ABG and SM to do lesson observations.	Teachers begin give pupils feedback	Teachers develop giving pupils feedback	Teachers securely give pupils feedback
To develop pupils' independent learning and self-confidence and show the impact of our actions on the pupils.	<ul style="list-style-type: none"> ✓ Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress. ✓ Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills. 	Children to self and peer assess (should be evident in scrapbooks).	Pupils begin to work independently when given the opportunity, taking the initiative in their work and when working with others.	Pupils develop independent skills when given the opportunity, taking the initiative in their work and when working with others.	Pupils securely work independently when given the opportunity, taking the initiative in their work and when working with others.
To develop the pupils' leadership skills and	<ul style="list-style-type: none"> ✓ Pupils demonstrate effective leadership skills and are competent in a broad range of roles. 	SM to monitor sports leaders.	Some children in each year group are	Each class had a PE leader to take responsibility for	Each class had a PE leader to take responsibility for

show the impact of our actions.	<ul style="list-style-type: none"> ✓ Pupils can think for themselves, can take the initiative and become effective young leaders by organising and officiating sports events for others. 		identified as young leaders and take responsibility for leading the warm up in lessons or taking on the role of group leader.	leading the warm up in lessons or taking on the role of group leader.	leading the warm up in lessons or taking on the role of group leader.
To develop the pupils' understanding of health and the importance of physical activity and show the impact of our actions on the pupils.	<ul style="list-style-type: none"> ✓ Pupils develop their mental determination and physical strength, stamina, speed and flexibility to cope with the demands of different activities. ✓ Pupils are able to remain physically active for long periods of time. Pupils are encouraged to perform at maximum levels in relation to speed, height, distance, strength and accuracy. ✓ Pupils have a well-developed understanding of making healthy lifestyle choices. ✓ Non-performing pupils are engaged purposefully with other roles, such as observation and feedback, coaching, umpiring/refereeing. 	Through PE lessons observations and conversations with children. Complete a questionnaire.	Pupils begin to demonstrate good levels of physical fitness and understand the importance of this in promoting their long-term health.	Pupils develop skills to demonstrate good levels of physical fitness and understand the importance of this in promoting their long-term health.	Pupils securely demonstrate good levels of physical fitness and understand the importance of this in promoting their long-term health.
To develop the pupils' knowledge and understanding of risk management and safety and show the impact of our actions on the pupils.	<ul style="list-style-type: none"> ✓ Teachers, coaches and other adults supporting/leading learning challenge stereotypes and the use of derogatory language in lessons and around the school. They promote equality of opportunity and diversity in teaching and learning to protect pupils. ✓ Pupils have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation. ✓ Pupils have an understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites. <p>Education for pupils in risk management and safety is strong</p>	Teachers have had safeguarding training. New teachers to be informed on procedures.	100% staff are trained to identify when a pupil may be at risk of neglect, abuse or sexual exploitation and they report their concerns.	100% of staff are trained to identify when a pupil may be at risk of neglect, abuse or sexual exploitation and they report their concerns.	100% of staff are trained to identify when a pupil may be at risk of neglect, abuse or sexual exploitation and they report their concerns.
To develop the pupils' positive attitudes and behaviours, including fairness and respect	<ul style="list-style-type: none"> ✓ Teachers promote equality of opportunity and diversity, resulting in a positive subject culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced 	ABG/SM to observe lessons.	Pupils begin to show enjoyment in physical education, it is shown in their	Pupils develop their enjoyment for physical education; it is shown in their	Pupils securely enjoy physical education; it is shown in their positive attitudes

<p>and show the impact of our actions on the pupils.</p>	<p>behaviour.</p> <ul style="list-style-type: none"> ✓ Pupils' behaviour is very good. ✓ Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress. ✓ Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities. 		<p>positive attitudes and regular participation in lessons and extra-curricular sport.</p>	<p>positive attitudes and regular participation in lessons and extra-curricular sport.</p>	<p>and regular participation in lessons and extra-curricular sport.</p>
<p>To develop the pupils' Social, Moral, Spiritual and Cultural values including British Citizenship and show what the impact of our actions on the pupils.</p>	<ul style="list-style-type: none"> ✓ Good opportunities are provided to promote fundamental British values and pupils' social, moral, spiritual and cultural development are planned and taught systematically. ✓ Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour. 	<p>ABG/SM to observe lessons.</p>	<p>Pupils begin spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.</p>	<p>Pupils develop spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.</p>	<p>Pupils securely use spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.</p>
<p>To develop your pupils' effective mental well-being and show the impact of your actions on our pupils.</p>	<ul style="list-style-type: none"> ✓ Leaders and all adults set a culture within the school that values all pupils, and which allows pupils to feel a sense of belonging and make it possible to talk about problems in a non-stigmatising way. ✓ Staff are trained to identify when a pupil may be have the early signs of mental health problems and they report their concerns. ✓ Teachers, coaches and other adults supporting/leading learning promote resilience in their pupils that help them to thrive in difficult circumstances. 	<p>Through PSHE and mindfulness.</p>	<p>Pupils begin to learn about emotional and mental health.</p>	<p>Pupils develop skills to learn about emotional and mental health. Through work with Steve Harris and building character muscles.</p>	<p>Pupils securely learn about emotional and mental health. Through work with Steve Harris and building character muscles.</p>

Action 2

Ensure rigour and sustainability in the planning, monitoring and continuous development of high quality physical education and sport

Action to be taken (and key personnel)	Outcomes / success criteria	Monitoring, by whom and how	Milestone 1 July 2018	Milestone 2 January 2019	Milestone 3 July 2019
Observations of PE lessons across the school to take place to ensure good practice and that children are engaged in vigorous Physical activity.	✓ Lessons are in line with OfSTEd criteria for Good or outstanding practice.	ABG or SM to undertake drop ins/observations in PE lessons and gain insight into how lessons are taught across the school.	PE Lessons begin to show good practice and children engaged in vigorous physical activity.	PE Lessons show developing good practice and children engaged in vigorous physical activity.	PE Lessons show secure good practice and children engaged in vigorous physical activity.
Ensure that assessment sheets (marking ladders) are being used to assess children in PE.	✓ Assessment sheets are being used to monitor and record progress in PE lessons.	ABG to undertake scrutiny to ensure assessments are being recorded.	Classes are beginning to use the marking ladders and as evidence, along with tick sheets.	Classes are developing marking ladders as an assessment tool and as evidence.	Classes are securely using the marking ladders as an assessment tool and as evidence.

Action 3

To ensure all children are physically active for 30 minutes every day.

Action to be taken (and key personnel)	Outcomes / success criteria	Monitoring, by whom and how	Milestone 1 July 2018	Milestone 2 January 2019	Milestone 3 July 2019
Staff to deliver mile a day, daily challenge, go noodle (15 minute activities from seat to seat) every day.	✓ All children to take part in some physical activity for 30 minutes every day.	ABG and SM to track go noodle minutes.	Classes begin complete	children to develop skills to be active	children to have secure skills to be active
Play leaders to run activities and lunch	✓ Encourage children to be active.	ABG and SM to monitor play leaders.	Children to begin to be active	Children to develop skills to be active	children to have secure skills to be active
Lunchtime supervisors to run activities at Lunch	✓ Encourage children to be active.	SM to liaise with Lunch time supervisors.	Children to begin to be active	Children to develop skills to be active	children to have secure skills to be active
Personal trainers to encourage children to complete challenges at break and lunch with support and guidance from Welfare play supervisor.	✓ Encourage children to be active.	ABG to monitor personal trainers.	Children to begin to be active	Children to develop skills to be active	children to have secure skills to be active
Welfare play supervisor to target children who are least active in activities during break time and lunch time.	✓ Children are more active	SM and ABG to liaise with welfare play supervisor.	Children to begin to be more active	Children to develop to skills to be more active	Children to have secure skills to be more active
Welfare play supervisor to set up small competitions and work on mindfulness and wellbeing with small group of targeted children	✓ Children aware of how to be more mindful and are more active.	SM and ABG to liaise with welfare play supervisor	Children to begin to be more active and mindful.	Children to develop skills to be more active	Children to have secure skills to be more active