**Sport Premium and PE and School Overview and Action Points**

**2013-15**

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| **Name of School** | Halfway Nursery Infant School |
| **Name of Designated PE Coordinator** | Louise Parker/Dale Platts |

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| Area of Development | Rating | Statements of Development  Green = Emerging  Amber = Established  Red = Embedded | Current Position  Green/Amber/Red | Brief comment on school’s current level of development in this area, including where evidence may be found |
| 1. Does your school have a vision for PE and school sport? |  | There is limited (or no) vision which identifies the potential for a whole school approach to, or recognises the value of, PE and Sport. |  | The school has a vision for PE which staff adopt. Need to ensure that it is highlighted on school website, and possibly SIP. |
|  | There is a vision statement, adopted across the school and included in public documents available to parents. |  |
|  | There is a clear vision statement included in the school’s aims that recognises the value and impact of high quality PE and school sport which pupils and parents understand and have contributed to. |  |
| 1. Does your PE and sport provision contribute to overall school improvement? |  | PE and sport 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. |  | Links to Points partnership.  Attendance at FOS competitions (Multi skills, ball skills etc)  To develop-  Incorporate PE in other curriculum lessons.  Include as part of school development plan. |
|  | 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 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. Do you have strong leadership and management of PE and school sport? |  | The headteacher understands the importance of PE and there is an identified PE coordinator. |  | Scheme of work in place throughout school to support staff and develop progression.  Experienced PE Co-ordinator due to go on maternity, role to be covered by RQT.  Headteacher is supportive of PE, and a variety of after school club provision is in place.  School previously received a grant to develop the playground and outside area. CPD was provided for NQT’s last year to develop subject knowledge.  Monitoring of teaching needs to be more rigorous. Identify any further CPD due to staff changes. |
|  | The PE co-ordinator is a skilled professional who has developed core provision and is supporting all staff. The headteacher values PE and school sport and it is integral to school development. |  |
|  | There is a detailed PE development plan with short and long term targets that enable all pupils to progress and achieve. The PE coordinator 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. Do you provide a broad, rich and engaging PE curriculum? |  | The PE curriculum covers the minimum NC expectations in a safe, yet limited, range of environments. It focuses mainly on developing pupils physical skills. Pupils receive less than 2 hours per week. |  | The school has a curriculum which each member of staff works to. Each class takes part in just under 2 hours of PE per week due to afternoon timetable.  More detailed work is required to refresh elements of the curriculum, including the current scheme of work. (Val Sabin)  Currently waiting for the new resources to be delivered.  Develop role of playtime buddies. |
|  | The PE curriculum is broad and balanced, going beyond the NC expectations. It is fun and delivered safely in a range of environments, which develops all physical skills and some leadership and coaching skills of PE each week. All pupils receive 2 hours of timetabled PE. |  |
|  | 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 2 hours or more of high quality, timetabled PE. |  |
| 1. How good is the teaching and learning of PE in your school? |  | The confidence and competence of staff varies. A limited number of lessons are good or outstanding. Most pupils make some progress but assessment lacks rigour. Limited reporting of progress to parents or carers. |  | Lessons are perceived to be good, more evidence is required to support this conclusion.  Lesson observations of all staff to be undertaken to asses and identify areas for development.  Pupils progress is assessed using the foundation subject grid.  Parents are reported to annually as part of child’s report |
|  | Most staff are confident and competent to use a range f teaching and learning styles in PE. Most lessons are good or outstanding. 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 and the quality of all lessons is good or outstanding. Teaching and learning styles are matched to lesson content and to encouraging all pupils to participate. All pupils make good progress which is clearly reported to parents or carers. Assessment involves pupils fully and identifies and celebrates their achievements. |  |
| 1. Are you providing high quality outcomes for young people through PE and school sport? |  | 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. |  | Clear behaviour policy is in place, along with a reward/positive praise system. All chn respond well to this system.  Chn are encouraged to adopt a healthy lifestyle, free fruit is provided at break time and sweets are discouraged at lunchtime.  The school council contributed with various ideas, including ‘foods to try this week’ |
|  | All pupils are engaged in PE and can demonstrate their level of understanding and skill. Behaviour is good across all PE lessons and pupils cooperate in collaborative and competitive situations. All pupils are starting to make healthy lifestyle choices. |  |
|  | 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 further. All pupils consistently make healthy lifestyle choices. |  |
| 1. Are you providing a rich, varied and inclusive school sport offer as an extension of the curriculum? |  | 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. |  | A range of after school activity clubs are available either free or for a small cost. |
|  | 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. |  |
|  | All pupils are able to access a broad offer of school sport activities. 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 links with. Pupils’ achievements are celebrated and shared with parents/carers. |  |
| 1. Are all pupils provided with a range of opportunities to be physically active and do they understand how physical activity can help them to adopt a healthy and active lifestyle? |  | 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. |  | School ethos and core offer is linked to ECM. Target groups are identified and extra provision is provided to develop their skills including gross motor and fine motor control, woodland club.  Close work is carried out with the inclusion teacher who assesses the progress of vulnerable groups to ensure development is taking place. |
|  | 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. |  |
|  | 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. Positive attitudes towards healthy and active lifestyles, are encouraged among pupils and staff, and is extended to parents or carers. |  |
| 1. Does your school know how to effectively utilise the new PE and Sport funding? |  | Consideration has been given and a basic plan of how to use the funding is being developed. |  | Discussions between the HT and PE co-ordinator have taken place regarding the funding. Investigations into local coaching clubs and providers have taken place. The above audit has been completed and areas of development have been highlighted. These areas will now form the basis for the action plan. PE co-ordinator to attend a conference on 8.10.13 which will detail the provision that the FOS partnership (Points) can offer. |
|  | It is clear how the planned budget will improve provision and outcomes in PE, physical activity and sport. |  |
|  | Budgets are monitored regularly, enabling the school to see which elements of spend have the greatest and most sustainable impact |  |