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| **Section 1: School context** | | |
| School Name | | Deddington CE Primary School |
| Location | | Deddington village, Oxfordshire |
| School vision and values | | Our school vision: Through inspirational teaching, all our children have the confidence to achieve success in a safe and healthy school with Christian values at its core. At Deddington Primary School, we want our pupils to achieve the highest standards possible through a coordinated and sequenced scheme of high-quality learning experiences. We aim to foster life-long learning behaviours through: independence, resilience, choice, collaboration and personal discovery. We want our pupils to be fully prepared and equipped for the next stages of their education and for life in modern Britain.  At Deddington our core school values are: Perseverance, Respect, Honesty, Kindness, Faith, Friendship, Forgiveness and Responsibility; these values permeate throughout all areas of school life. |
| Staff member name and title | | Mrs Libby Knox –Head of PE and Y2 full-time class teacher |
| Submission date of Quality Mark | | April 2022 |
| **Section 2: Intent** | | |
| Rationale | | Why did you decide to complete Quality Mark? We are a good school, recognised locally for excelling in PE and providing a great PESSPA offer as we have highly motivated PE staff and pupil teams. Having achieved School Games Platinum pre Covid, we decided it was time to seek equal recognition from the YST. |
| Vision | | What is your vision for PE?  *Our vision statement for PESSPA is: that through PE, sport and physical activity we provide opportunities for all to be active, thereby creating physically literate children, through a rich, inclusive approach*  *Our aim for PESSPA is: to promote and engender a healthy active lifestyle amongst our school community which can be sustained into lifelong habits. To enable pupils to develop competency in fundamental movement skills as they become confident in moving with agility, balance and coordination, thus leading to an increased ability to apply their skills in different physical activities and sports.*  *(see* [*https://www.deddingtonprimaryschool.co.uk/pe-and-sport-premium/*](https://www.deddingtonprimaryschool.co.uk/pe-and-sport-premium/)*)*  How has this been informed and shaped?  The vision and aims have developed in consultation with staff and pupils, over the last 4 years, building on the strong foundations left by the previous PE lead in 2018 when I took over head of PE. The curriculum offer and vision has been shaped by ongoing PE CPD, alongside the annual SDP and PE action plans.  How have you effectively embedded this?  Through a designated PE team (including a lead teacher and 2 TAs who lead PE, playtimes and clubs) we are able to meet on a weekly basis to oversee PESSPA across the school. PE is high profile across the school with full support of the SLT and governors, PESSPA therefore feature on the annual SDP. |
| **Section 3: Implementation** | | |
| Curriculum | Have you used the YST Curriculum Blueprint to create your own curriculum and if so how? If not how have you designed your curriculum to meet the needs of all your pupils? Explain what goes into your curriculum at what point and why? How many hours of PE do pupils get per week?  Many aspects of the YST Curriculum Blueprint have been incorporated into our curriculum plans, although we have created our own plans; see details below:  As noted in our policy our aims of the curriculum are:   1. *To develop physical literacy, through acquiring and developing pupil skills; consolidating existing skills and gaining new ones, and by performing actions and skills with more consistent control and quality.* 2. *To select and apply skills, by planning, using and adapting strategies for individual, pair, small group and team activities, and developing pupil knowledge of rules, strategies and tactics to improve their effectiveness.* 3. *To evaluate and improve pupil performance, by identifying what makes a performance effective, and suggesting possible improvements.* 4. *To improve knowledge and understanding of fitness and health, by knowing: how exercise affects the body; how to warm up and prepare for activities; why physical activity is good for health and well-being; why wearing appropriate clothing and being hygienic is important for health and safety.* 5. *To engender a positive, lifelong attitude to being physically active, encouraging a healthy, active lifestyle with improved mental and physical well-being.*   In our policy we also talk about the breadth of study of the curriculum plan:  *We will provide a well-balanced curriculum which covers the statutory requirement of 2 hours per week for PE. During the Foundation Stage, activities are based on movement, drama, dance and outdoor activities. In Key Stage 1, pupils will develop their knowledge, skills and understanding though a range of sports and activities including: dance, gymnastics, games and athletics sessions. In Key Stage 2, pupils will be taught the knowledge, skills and understanding through five core areas of activity: dance, gymnastics, games (including striking/fielding, net/wall and invasion games), swimming and athletics. The PE curriculum will be supplemented by outdoor and adventurous activities (OAA), such as the orienteering course on site, as well as particular emphasis in Years 4 and 6, through residential visits to Outdoor Education Centres****.***  The curriculum coverage works alongside the North Oxfordshire School Sports Partnership calendar of events and festivals to complement these. Throughout the year this is evaluated and annotated to improve the provision for the following year, as well as adjusted/tailored to meet individual cohort specific needs. This year we have also updated the EYFS provision in line with the new framework and early learn goals.  We are also in the process of trialling the YST Life Skills Award with our lower juniors with a view to adding this to our curriculum offer from September 2022.  Also see website for summary of implementation and LTP. | |
| Teaching and learning | How do you evaluate teaching and learning in PE? What support do you put in place for your staff?  The head of PE carries out annual monitoring of the PE staff through formal lesson observations, as well as informal learning walks.  The PE staff team have weekly briefings to discuss PESSPA. The sports’ staff, directed by the head of PE, are able to effectively monitor assessment, planning and teaching.  In addition to speaking directly to the sports’ staff if any member of staff has any queries, staff meeting time is provided, alongside emails providing direction and support. Annual questionnaires are devised to acquire input from staff, pupils and parents/carers.  What does high quality PE look like in your school?  In our school we ensure high quality PE by:   * Good quality short term and long term planning to ensure progression, focus and individual needs are met (using STEP: Space Task Equipment People). * Assessment data is used to impact on learning (e.g. planned challenge and support for individual/groups of pupils) and to ensure progress. * PE is rarely taught alone, provision is mapped to ensure lessons are well supported, with SEND children having their usual 1:1 support and using funding to provide additional adults in lessons to ensure PE is inclusive and engaging for all. * Lessons involve good subject knowledge and vocabulary, with appropriate questioning and feedback (from both staff and peers). * All lessons have good pace, engagement and behaviour. * PE is well resourced and staff make good use of resources and the environment to ensure PE is age appropriate, safe and inspiring. | |
| Assessment | How do you assess progress in PE?  ***As stated in our PE policy: Progression, Assessment and Monitoring***  *Those teaching PE follow ‘I can statements’ which ensure progression across the key stages encouraging all children to access a varied and balanced active curriculum.*  *Teachers record expected outcomes at the end of each module using a traffic light system to indicate each child’s level of competence: working at expectations (yellow), below (red), above (green). These assessments and achievements are formally reported to parents through the school’s annual reporting process.*  We also track Least Active, SEND and attendance of all at clubs, events and festivals, to ensure targeted support and interventions.  Pupil, staff and parent surveys are also completed and analysed on a regular basis. | |
| Anything additional you would like to add | What elements of YST support have enhanced the implementation of your PE curriculum?  The YST website/membership portal and magazines provide ongoing and up to date CPD for the Sports’ TEAM. On going CPD is also provided by NOSSP, including representatives from the YST presenting at our PE days.  ‘Active 30:30’ has been used to help address the 30 active minutes to be achieved outside of school and our extra curricular provision, as well as ensuring that staff timetable for additional active time alongside PE. Our club attendance is then tracked to ensure we reach the least active and can target provision.  The ‘evidencing and impact of primary pe and sport premium’ document created by YST alongside AfPE has also proved a valuable resources for analysing the use/direction of funding. | |
| **Section 4: Impact** | | |
| Benefits  Include quantitative data, examples and quotes | | EG.   * PE attainment data (available/attached) * Staff surveys linked to confidence and competence (none since covid –to be repeated alongside parents’ survey summer 2022) * PE and school sport reporting (<https://www.deddingtonprimaryschool.co.uk/pe-and-sport-premium/> ) * Whole school data (available/attached) * Pupil surveys(available/attached) * Include relevant photos to bring this to life   Also see summary of impact in our 3i’s statement:  In line with national expectations children acquire the appropriate age related PE knowledge and skills, enabling good progress. They master fundamental movement skills in KS1 and begin to apply them by participating in team games and performing simple movement patterns. In KS2 they develop these skills in both isolation and competitions/festivals, comparing performances to achieve a personal best. All children are able to swim over 25m by the end of KS2. • Achievement in all aspects of PE is at least good and is constantly improving. • Pupils are happy and healthier at school, and enjoy being physically active. • Pupils are proud of their achievements, knowing what they need to do to improve and demonstrating the ‘Deddington Way’ in everything they do and achieve. • Staff are constantly improving practice and proud of our school/team achievements. • Observations/pupil surveys indicate reflective learners and consistently demonstrate good learning attitudes. • Achievement and success within School Sport is high with all successes celebrated. • Pupils and staff use our deeply embedded school values and vision to reflect upon their own achievements and development within PE, confident in setting and achieving personal targets. • Visitors and prospective parents consistently comment on the lovely atmosphere, ethos and environment the school team have created. • Healthy active lifestyles are formed with sustainable engagement |
| **Section 4: Sustainability and Top Tips** | | |
| Top Tips | | What top tips would you give to other schools who may be considering reviewing their PE curriculum design and implementation?  Set out your 3i’s to help focus what you do well and what could be improved, with continuous revision of plans to improve the quality of the provision. Ensure clear progression of skills –trial, learn, evolve.  Ensure regular questionnaires/discussions with staff, pupils and parents/carers.  Team work! |

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| **Permissions and Supporting Information** | |
| Approved quotes | Consent to use quotes included in the case study? Yes  Consent to use photos included in the case study? Any photos on the website have consent. |
| Consent to share | Consent to share case study? Yes  Consent to share case study given by:   * Name: Libby Knox * Role: Head of PE * Organisation: Deddington CE Primary School |
| Date of case study | Include date that the case study was compiled.  April 2022 |