



St Elphege's Infant and Junior schools SELF – REVIEW

Please provide evidence in the box and also attach evidence to this document if necessary

FOCUS	QUESTION	GETTING THERE ESTABLISHED	WE'VE DONE IT EMBEDDED
1. FUNDING	1A. Does your school know how to effectively utilise the PE and School Sport Funding?		Each year the PE team and Sports and Community lead review how the funding has impacted the school's priorities linked to the school improvement plan. Next academic year, the school has purchased support from SSSP for two years to ensure continuity of provision as new teachers join our federation and to ensure best value for money.
	Is a breakdown of you spending available to view on your school website?		The PE team work closely with the federation's director of finance and create a budget based on actual costs. All costs are fully itemised.
2. VISION	2A. How would you rate your school's overall vision for PE, physical activity and school sport?	<p>The schools deliver high quality PE and extra sporting opportunities which allow pupils to develop their skills, knowledge and talents.</p> <p>The schools have joined the School Sports Partnerships (SSP) along with other schools in the borough to increase networking opportunities and sharing of good practise. A designated development officer has been assigned to the schools to support with planning and delivering of high quality PE lessons.</p>	<p>The school has a commitment to ensure all pupils have the opportunity to develop a love for PE and Sports which will engender a life-long participation.</p> <p>Next academic year, the PE team plan to develop a vision statement taking on board the views of all stakeholders including pupils to further embed our strong values and commitment to healthy living.</p>

	2B.How would you rate the monitoring and development of PE, physical activity and school sport?		The quality of teaching in PE, physical activity and school sport is monitored and evaluated regularly to ensure all young people can access opportunities and are making significant progress. Good practice is shared, feedback sought, which drives the effective development of PE, physical activity and school sport.
	2C.How well do you use PE, physical activity and school sport to work in partnership with other schools and local partners?		There are highly effective opportunities for staff and pupils to work with other schools and local partners to promote and support individual development and the development of PE, physical activity and school sport. The Sports and Community Lead has established a number of borough wide competitions in both athletics and tag rugby.
3. QUALITY OF PE/SCHOOL SPORT & PHYSICAL ACTIVITY	3A.How would you rate the leadership and management of PE?		The PE coordinator models good practice; motivates staff and has the support of the head teacher, governors, pupils and parents. There are detailed PE development plans with short and long term targets.
	3B. How broad, rich and engaging is your PE curriculum?	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. All pupils receive two hours of timetabled PE a week. The focus this academic year is to develop the REAL PE programmes of study to enhance all pupils' fundamental movement skills.	
	3C.How would you rate the quality of teaching and learning of PE in your school?	Most teachers are confident and competent to use a range of teaching and learning styles in PE. Most lessons are good or outstanding. The use of SSSP has ensured that practitioners have the opportunity to improve their knowledge and understanding as well as share good practice.	
	3D.How effectively are all staff planning and preparing for their PE lessons?	All teachers follow the curriculum map and schemes of work provided for them – combination of REAL PE and other sports related schemes of work which have been taught successfully in previous years. Teachers meet weekly to develop PE plans and adapt to the needs of the current cohort of children.	

	3E.How well are all pupils, including targeted groups of students engaging in PE?		All pupils are engaged, work hard, are motivated 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 and there are no obvious differences between targeted groups of pupils in their enthusiasm for PE.
	3G.How rich, varied and inclusive is your school sport offer as an extension of the curriculum?	Pupils make good progress; can demonstrate their level of understanding and skill, but assessment lacks rigour and not all pupils are set targets for improvement. There are good opportunities for assessment for learning through questioning and modelling in lessons however formal recording of next steps needs to be refined next academic year.	
4. USING PE,PHYSICAL ACTIVITY AND SCHOOL SPORT TO HELP IN WIDER LEARNING AND SCHOOL IMPROVEMENT	4A.How well do you use PE, physical activity and sport to engage and raise achievement in other areas?		There is a co-ordinated and strategic approach to the use of PE, physical activity and school sport to engage pupils and raise achievement in other lessons. The launch of the daily mile and vast range of extra-curricular opportunities ensure that the pupils are engaged and want to participate in PE and sport.
	4B. How well does PE, physical activity and school sport contribute to the school's ethos and values?		PE, physical activity and school sport is a central part of the school development plan. The positive values of sport are integrated into the schools' ethos. There is a co-ordinated and strategic approach to all areas of pupils' social, moral, spiritual and cultural development that has been planned into the PE curriculum. Pupils, parents and carers understand and support the strategies. The school has a PE and Sports Community lead; he ensures that the high priority and value the school places on working in and with the community is constantly reviewed and developed dependent on the needs of its pupils.

	<p>4C.How do you use PE, physical activity and school sport to improve school development priorities such as attendance and behaviour?</p>		<p>There is a co-ordinated and strategic approach to use PE, physical activity and school sport to improve school development priorities that is supported by the leadership team and incorporated into the schools development plan. Pupils, parents and carers understand and support the strategies and they are having a positive impact on school development priorities.</p> <p>The school's reputation across the borough is renowned: St Elphege's are currently athletics, cricket and tag rugby champions.</p>
<p>5. CONTINUED PROFESSIONAL DEVELOPMENT</p>	<p>5A.How/has school been able to access any CPD training for staff in PE, school sports and physical activity?</p>		<p>Yes – we have had whole school CPD, including TA's and pupils.</p>