



# **Hunslet Carr Primary School Physical Education & School Sport Development Plan 2014-2020**

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Vision Statement:

***“That all children at Hunslet Carr Primary are provided with an inspirational, high quality physical education curriculum that equips them with the confidence, skills and knowledge to achieve their physical, social and emotional potential and lead to life-long participation as part of a healthy lifestyle.”***

This development plan is designed to improve the provision of Physical Education, School Sport and Physical Activity in Hunslet Carr Primary School. The current provision has been assessed using the Youth Sport Trust Primary Quality Mark. This has also provided the school with its next steps towards becoming an outstanding school in Physical Education and ensure that these standards can be sustained beyond the proposed end of government funding in 2020.

The first part of this document will outline what already happens in school on a day to day basis in PESS. The following section will then outline the aspirations the school is aiming for by the end of the academic year in 2020. Finally a yearly action plan will outline the main targets that will be focus areas for development in the short term.

This document will be updated on a regular basis which will allow for any adaptations that may be required to fit the emerging needs of the school, its staff and pupils.

# Baseline Assessment

*Spring 2014*

## **1. Vision**

- a. The school has a limited vision that recognises the value of PE and identifies the potential for a whole school approach. Parents, staff and pupils have not had any input to the current vision.
- b. There is no monitoring of the quality and quantity of PE, physical activity and school sport and therefore no way of informing future development in weaker areas.
- c. Volunteers, sports coaches and local partners currently provide wider opportunities for pupils. The school is beginning to explore ways to work in partnerships with other schools. Parents however, are still yet to be engaged in the wider opportunities for school.

## **2. Quality of Physical Education**

- a. The school currently has a PE coordinator and a School Sport coordinator who have a strong understanding of the importance of high quality PE, physical activity and school sport. The Head teacher is highly supportive in all of these areas and is integral to the school development plan.
- b. The current curriculum covers the minimum national curriculum expectations in a safe, yet limited number of environments.
- c. The confidence and competence of staff is very varied as evidenced through staff interviews and questionnaires. Staff do not feel confident in delivering high quality PE and therefore a limited number of lessons are good or outstanding.
- d. All staff follow a long term plan designed to give a broad range of experiences to the children in school however staff do not feel confident in differentiating lessons effectively to cater for the needs of all pupils.
- e. There is currently no development plan in place for staff to access professional development. Opportunities have been ad hoc and learning is not shared across the school.
- f. Questionnaires completed by pupils show that most children enjoy and participate in PE. Behaviour is usually good although some groups still show signs of not engaging fully in PE.

- g. Pupils make limited progress as a result of assessment that lacks rigour and therefore not all pupils are set targets for improvement. There is limited reporting of progress in PE to parents and carers.

### **3. Quality of School Sport**

- a. There are a good range of extra-curricular school sports clubs available, however these mainly target Key Stage 2 children. They tend to be accessed by a limited range of pupils which could in some part be down to the lack of consultation with pupils about the activities offered. There are no intra school competition opportunities and very few inter school competitions offered.

### **4. Quality of Physical Activity**

- a. Staff are aware of the key behaviours of a healthy active lifestyle. School is committed to supporting every pupil to be physically active by offering informal activities and supervised play during break times and lunch times to compliment core PE and school sport provision. Staff can identify target groups of less active pupils and the barriers to their participation but these are yet to be addressed as a school.

### **5. Using PE, Physical Activity and School Sport as a Catalyst for Wider Learning.**

- a. Some teachers use examples from sport, major sporting events such as the Olympics or other sports contexts in their teaching.
- b. PE and school sport leaders and senior members of staff recognise the impact that PE, physical activity and school sport can have on a positive school ethos. At present, there are no planned opportunities to use these to support pupils' social, moral, spiritual and cultural development.
- c. The school is in the process of developing some strategies to use PE, physical activity and school sport to improve attendance and behaviour.

# Whole School Aspirations (Long term targets)

*For 2020 supported by Primary PE and School Sport Premium*

## 1. Vision

- a. School will have a clear vision statement which is included in the schools aims. It will recognise the values and impact of high quality PE, physical activity and school sport and will inform the school development plan. Staff, pupils and parents will have contributed to the vision, giving them a full understanding of it.
- b. PE, physical activity and school sport will be regularly monitored and evaluated to ensure all pupils can access a wide range of opportunities and are making significant progress. Good practice will be shared and feedback sought which will drive the effective development of PE, physical activity and school sport.
- c. There will be highly effective opportunities for staff and pupils to work in partnership with other schools and local partners to promote and support individual development and the development of PE, physical activity and school sport.

## 2. Quality of PE

- a. The PE coordinator will model good practice, motivate staff and will have the full support of governors, pupils and parents. A detailed plan for the development of PE with short and long term targets will be in place.
- b. The PE curriculum will be diverse and instil confidence in children to try new activities as well as enhancing their existing skills in a diverse range of environments. Activities will be taught in depth and provide all pupils with opportunities to develop their leadership, coaching and officiating skills. All pupils will receive at least 2 hours of timetabled high quality PE a week.
- c. All staff will be confident and competent to deliver high quality PE to a good or outstanding level. Staff will provide for the least and most able pupils, recognising that pupils learn in different ways within PE lessons.
- d. All staff will be involved in developing and shaping the curriculum map for their class. They will regularly meet in key stage teaching groups to plan and prepare for their PE lessons. Staff will use prior assessment to inform planning and all pupils are sufficiently challenged.

- e. There will be a coordinated and strategic approach to CPD allowing all staff to regularly participate in high quality CPD that impacts on their teaching of PE and school sport.
- f. Within lessons, all pupils will be engaged, work hard, be motivated and take some lead in high quality PE lessons. Behaviour is outstanding across all PE lessons and pupils make decisions that challenge and inspire them further. All pupils will consistently make healthy lifestyle choices and there will be no obvious differences between targeted groups of pupils and their enthusiasm for PE.
- g. All pupils will make good or outstanding progress and will know what they need to do in order to improve. They will demonstrate a high level of understanding and skill which will be clearly reported to parents and carers. Assessment will involve pupils fully and will identify and celebrate their achievements.

### **3. Quality of School Sport**

- a. There will be a broad offer of school sport activities that all pupils are able to access regardless of age, gender, disability or ability as participants, leaders or organisers. An extensive range of sports will be available, including opportunities for young disabled people, through a programme that both responds to demand and introduces sports activities that pupils may not otherwise experience. Numerous pupils will be able to represent school successfully in competitive sport. School will have strong links with local community clubs and celebrate the success of all its pupils in school sport.

### **4. Quality of Physical Activity**

- a. School will have a clear physical activity policy which will incorporate PE and school sport as well as informal physical activities such as break-time activity, active travel and supervised play. Older pupils will have completed training to act as sport and play leaders and will be regularly consulted about the activities on offer. Positive attitudes towards healthy and active lifestyles are encouraged among pupils and staff as well as parents and carers. Pupils will consistently make healthy lifestyle choices, which will be celebrated and shared.

## **5. Using PE, Physical Activity and School Sport as a Catalyst for Wider Learning.**

- a. There will be a coordinated and strategic approach to the use of PE, physical activity and school sport to engage pupils and raise achievement in other lessons.
- b. PE, physical activity and school sport will be a central part of the school development plan. The positive values of sport will be integrated into the schools' ethos. The PE curriculum will have a planned, coordinated and strategic approach to the development of all areas of pupils' social, moral, spiritual and cultural development. Pupils, parents and carers will all understand and support the strategies.
- c. PE, physical activity and school sport will be incorporated into the school development plan to have a positive impact on other priorities within it such as attendance and attainment. Pupils, parents and carers understand and support the strategies

