



Subject Leader Raising Aspirations Plan

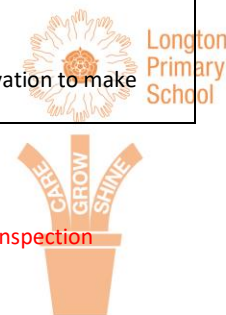
Subjects: Physical Education (PE)

Academic year 2024 - 2025



Curriculum Annual Targets

<p>1. Leadership and Management including Safeguarding</p>	<ul style="list-style-type: none"> Professional development is undertaken to ensure teachers are confident in the knowledge they are teaching and are using a range of approaches to ensure all children can achieve. The PE curriculum ensures thorough and age appropriate delivery of content to safeguard our pupils. Develop sport-specific strategies that enhance both physical skills and an understanding of health-related fitness. Research and trial a new PE scheme that aligns with current educational standards and fosters improvement in physical, social and emotional development for EYFS, KS1 & KS2.
<p>2. The quality of education (Teaching, Learning and Assessment)</p>	<ul style="list-style-type: none"> PE is taught by class teachers, assistant teachers, coaches; do they have the knowledge of what has come before and what comes next following a clear relevant curriculum? Ensure pupils are engaging in two hours of PE a week. Conduct classroom observations focusing on the implementation of specific curriculum modifications, followed by feedback sessions. The assessments for PE demonstrate that the majority of pupils are working at age-related, gaps have been identified and are eradicated. Pupils with SEND access a full curriculum that they can apply and develop independence and enjoyment from learning. More able pupils have appropriate adaptations to progress.
<p>3. Personal Development. Behaviour and attitudes</p>	<ul style="list-style-type: none"> Children of all ages understand the importance of a high quality of education on their immediate and future lives. Pupils develop resilience to setbacks and take pride in their achievements in PE Pupils develop a healthy approach to competition, using set backs or losses as motivation to make improvements and positively engage with working in a team.

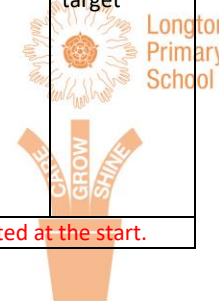


Please refer to the Inspection Handbook for guidance.

[School inspection handbook - GOV.UK \(www.gov.uk\)](http://www.gov.uk) copy and edit slightly to make relevant for your subject the statements from this inspection handbook – outstanding judgements.

Raising Aspirations Plan 2024- 2025

<p>1. Leadership and Management including safeguarding Improve the skills, capacity and effectiveness of the leadership of PE to secure rapid and sustained progress through the implementation of consistent and effective PE across the school to accelerate pupil progress.</p>					
<p>Key lines of Enquiry: (Questions gobs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)</p>		<ul style="list-style-type: none"> • How is the progression of skills evident across the year groups? • How is evidence being recorded? • What does consistency look like in PE? • Are pupils engaging with competitions? If not, how can we get them engaging? • Are pupil extra curricula activities logged? 			
<p>Half-termly Milestones to Achieve Annual Targets</p> <ul style="list-style-type: none"> - Ensure all classes are effectively warmed up and cooled down in PE lessons. - Sports calendar up to date for 2024/25 					
<p>Actions for each half term</p> <p>Autumn:</p> <ul style="list-style-type: none"> - Sports calendar up to date for 2024/2025 - Staff questionnaire and analyse results for current approach to Primary PE Passport. - Pupil voice and analyse results. - Subject LTP aligns with Primary PE Passport LTP. <p>Spring</p> <p>Research new PE scheme Trial new PE scheme Spring 2 – replacing tennis, can a KS1 class also trial at the same time? Possibly Y2.</p>		<p>Timescale Term Week No</p>	<p>Lead</p>	<p>RAG rating G=Complete A= Partly R = No</p>	<p>RAG rating against annual target</p>
<p>In this section plan out what you are going to do you can edit as you go along add extra / change but you need to have stuff prepopulated at the start.</p>					

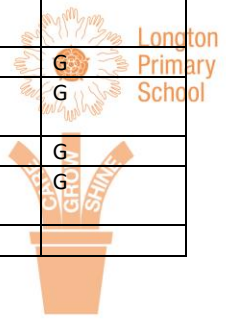


Commented [RK1]: Assign a date for when these are going to be done.

National College overview of subject leader	September WK1	RK	A	A
Creating subject action plan.	WK2	RK	G	G
New to subject leader – gaining a deeper understanding of funding, outcomes of funding and maximising the use of funding via National College.	WK4	RK	G	G
Timetable of events updated on excel document.	WK6	RK	G	G
Timetable of events put on school calendar	WK6	RK	A	G
Staff questionnaire created	WK7	RK	R	
Plan sports week June in Spring 2				



<p>2. The quality of education (Teaching, Learning and Assessment)</p> <p>Lessons taught provide opportunities for all children to succeed in acquiring knowledge and sports specific strategies. The teaching of skills and the progression of them is evident in observations / drop ins and through pupil voice discussions.</p>					
<p>Key lines of Enquiry: (Questions gobs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)</p>		<ul style="list-style-type: none"> • What does the subject look like across the school – coverage and standards? Is this information used to support high quality teaching and learning? • How do you know the teachers have a good knowledge of the subjects and that they present subject matter clearly in an interesting and engaging manner? • How is the curriculum coherently planned and sequenced to ensure strong cultural capital? • How are SEND/Vulnerable children being supported with accessing and experiencing the most from the full curriculum to ensure they are developing fluency and independence? • How are more able pupils accessing and influencing the curriculum? 			
<p>Half-termly Milestones to Achieve Annual Targets</p> <ul style="list-style-type: none"> • Conduct classroom observations focusing on adaptations • Conduct classroom observations focusing on more able. • Is assessment being tracked in each class on PE passport? • Is there evidence of progress? • Pupil voice knowledge maps. 					
<p>Actions for each half term</p> <p>Autumn: Learning walk Have assessments been done on PE passport?</p> <p>Summer: Classroom observations</p>		<p>Timescale Term Week No</p>	<p>Lead</p>	<p>RAG rating G=Complete A= Partly R = No</p>	<p>RAG rating against annual target</p>
<p>Arranged classroom observations for Y4, & Y6.</p>		<p>WK4</p>	<p>RK</p>	<p>G</p>	<p>G</p>
<p>Observation of Y2 – PE kit checks and practical activity ratio. Y2 teacher using planning as a spring board to tailor to needs of class. Revisit of prior knowledge.</p>		<p>WK5</p>	<p>RK</p>	<p>G</p>	<p>G</p>
<p>Governor observation arranged</p>		<p>Aut 2 WK 4</p>	<p>RK</p>	<p>G</p>	<p>G</p>
<p>Governor observation took place – report produced for learning walk in Y4/Y5 for PE. Discussion had between gov and governor.</p>		<p>Aut 2 WK 6</p>	<p>RK</p>	<p>G</p>	<p>G</p>



3. Personal Development. Behaviour and attitudes

Key lines of Enquiry:

(Questions gobs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)

- Do pupils behave as their best self in this subject?
- Are pupils wearing correct kit aligning with policy?
- Are standards as high as they are in core subjects? Why is this?
- What are the pupil’s attitudes to the subject and how can these be further developed?
- How are you ensuring teachers receive focused and effective professional development?
- How do pupils develop resilience to setbacks and take pride in their achievements in this subject?
- Have children engaged with competitons?

Half-termly Milestones to Achieve Annual Targets

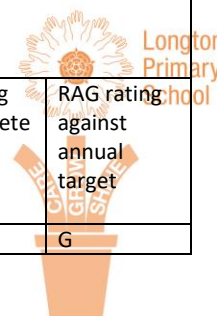
Children speak positively about PE lessons.
 Competitions engagement
 Children can speak about how they have improved their fitness.
 Sports leaders meet half termly – zoning on the play ground or a day they could do split across the 6 leaders.
 Positive attitudes on the playground for competitive games.
 Sports leaders leading games

Actions for each half term

Autumn:
 Sports leaders meeting
 Sports teams identified and planned for Key Stage.
 Learning to be healthy

Planned in events for letters to be given out.

Timescale Term Week No	Lead	RAG rating G=Complete A= Partly R = No	RAG rating against annual target
WK6	RK	G	G



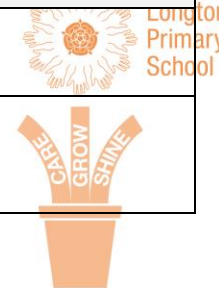
Children speak positively about PE lesson – as discussed in gov report Autumn 2.	WK7	RK BW (Sports Gov)	G	G

Raising Aspirations Plan Autumn Term Evaluation

Subject: Physical Education

Julie will let us know / it might be on the calendar when these need to be completed. (warning it is not the end of terms!) It is this information that gets copied into the Govs subject reports. We can show you when you get to that bit.

	Impact of Actions Against Annual Targets	On track for Good+	Milestones for next half-term
Leadership and Management including Safeguarding			
The Quality of Education Teaching, learning and assessment.			



Behaviour and Attitudes and Personal development	Children speak positively about PE lessons.		
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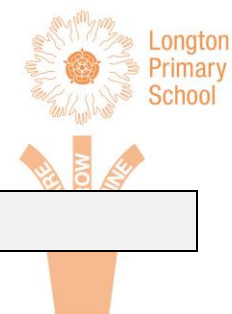
Raising Aspirations Plan Spring Term Evaluation

Subject: Physical Education

	Impact of Actions Against Annual Targets	On track for Good+	Milestones for next half-term
Leadership and Management including Safeguarding			
The Quality of Education Teaching, learning and assessment.			
Behaviour and Attitudes and Personal development			

Raising Aspirations Plan Summer Term Evaluation

Subject: Physical Education



	Impact of Actions Against Annual Targets	On track for Good+	Milestones for next half-term

Leadership and Management including Safeguarding			
The Quality of Education Teaching, learning and assessment.			
Behaviour and Attitudes and Personal development			

