

<b>Subject/Area: PE</b>	<b>Key Personnel:- R Barnes</b>
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<b>Quality of teaching and learning; outcomes for children</b>	
Activities and improvements during the year 2022/23	<ul style="list-style-type: none"> <li>• Develop apprentice skills and knowledge</li> <li>• Monitor and improve curriculum</li> <li>• Spend the SSP</li> <li>• Chair the SLT PE development group.</li> </ul>
What impact have these activities and improvements had on your subject curriculum?	<ul style="list-style-type: none"> <li>• Alex passed his apprenticeship with distinction and secured both university placement and paid employment. In doing so, Alex was able to deliver and model high quality PE provision throughout the year.</li> <li>• Curriculum scrutiny showed areas of strength and areas to develop. Planning and resources are embedded and accessible, now need to ensure that they are being used successfully by all staff including cover supervisors without the apprentice.</li> <li>• SSP spent effectively to meet the 5 key indicators as defined in the AfPE reporting document – see website. High quality PE is accessible to all children, including SEN and PP.</li> <li>• Great for my own professional development, useful discussions regarding OFSTED, SSP, School Games and swimming help to ensure that what we are doing is effective and in line with guidance.</li> </ul>

<b>Judgement:</b>		
Outstanding	Good	Requires Improvement

<b>On the basis of this information, what are your key priorities for development? (up to 3)</b>
To work with staff (cover supervisors) to ensure that they are able and confident to deliver the outdoor PE curriculum.
To spend the SSP in line with new guidance.
To chair the PE development group

<b>Improvement plan for the year - PE</b>						
<b>What</b> do we want to improve? ( area for development)	<b>How</b> will we go about it?	<b>When</b> will it happen and be completed?	What will <b>success</b> look like/ anticipated <b>impact</b> ?	<b>Cost (if applicable)</b>	<b>Who</b> will monitor its impact and to <b>whom</b> will this be reported to?	<b>Relevant links to School priority 1,2 or 3</b>
Staff CPD – cover supervisors	Time to share where to find plans and resources. Discussion regarding equipment and preparation for lessons. Modelled/ paired delivery	Single training session or ongoing 1:1 CPD - TBC	All cover supervisors will deliver high quality PE that progresses through the school and reflects the full range of content in the plans.	Time/ Cover (Covered by SSP)	RB/ SV	2

<b>Improvement plan for the year - PE</b>						
<b>What</b> do we want to improve? ( area for development)	<b>How</b> will we go about it?	<b>When</b> will it happen and be completed?	What will <b>success</b> look like/ anticipated <b>impact</b> ?	<b>Cost</b> (if applicable)	<b>Who</b> will monitor its impact and to <b>whom</b> will this be reported to?	<b>Relevant links to School</b> <b>priority 1,2 or 3</b>
SSP spending	Research new guidance and discuss with LSLSSP, PE development group and SLT.	Ongoing through the year.	SSP spent successfully in line with guidance to facilitate high quality delivery of PE curriculum and access to competitions and enrichments outside of school.	covered by SSP	RB/ SV	
Chair PE development group	Prepare discussion points and important new information to share before hand, keep attendance and minutes of meetings to share with all involved.	Once per term dates TBC	Time will be well spent and staff involved will feel more confident in managing the PE/PA subject within their school.	Management time	RB/ MB/ TS	2
<b>Subject specific tasks for the year</b>	<ul style="list-style-type: none"> <li>• <u>Organise and chair development group meetings – SSP/ school games/ competition/ curriculum/ extra curricular/ OFSTED</u></li> <li>• <u>Spend the SSP, give priority to CPD as this has been lacking over the last few years because of COVID.</u></li> <li>• <u>Deliver CPD to cover supervisors</u></li> </ul>					