

**Subject Leader Raising Aspirations Plan**

**Subjects: PE**

**Academic year 2023 - 2024**

**Curriculum Annual Targets**

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| 1. Leadership and Management including Safeguarding | * Leadership ensures a robust curriculum is being followed. * Professional development is undertaken to take account of the changes in the EYFS curriculum. * Parents are well informed and prepared for changes to the curriculum * The PE curriculum ensures thorough and age appropriate delivery of content to safeguard our pupils. * Fundamental British Values are clearly embedded throughout the PE curriculum. * Strong support is given to the newest teachers in school to ensure confidence, strength and enthusiasm in the subjects. |
| 1. The quality of education   (Teaching, Learning and Assessment) | * PE is taught by class teachers and Assistant teachers, ensuring sessions are delivered by the adults in school who have a knowledge of what has come before and what comes next following a clear relevant curriculum. * Drop-ins and observations demonstrate the teaching of PE is consistently good. * 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. |
| 1. Personal Development. Behaviour and attitudes | * 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 |

Please refer to the Inspection Handbook for guidance.

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/schools-inspection-handbook-for-september-2021>

**Raising Aspirations Plan 2022- 2023**

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| 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. | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * How has the curriculum been adjusted inline with the EYFS changes? * How are teachers being supported with delivering developments to the curriculum? * Are parents adequately informed about the curriculum? * What is the data telling – can gaps be identified in an area/ year group and if so how are teachers being supported to pinpoint and accelerate knowing more and remembering more for all pupils. | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Actions for each half term**   * **What needs to be done to achieve your Annual Targets?** * **Refer to LPS Raising Achievement Cycle.** * **Refer to the priorities in the SEF** * **Refer to LPS Transition Documents** * **Refer to the Roadmap to Excellence** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
|  | | | | | |
| Add all key dates to the school calendar of events through the year and create a specific calendar | | Aut term | IP |  |  |
| Manage attendance and participation of all South Ribble Sports events | | Continual | IP |  |  |
| Ensure all staff are using the PE Passport and provide support for assessments if required. | | Contiual | IP |  |  |
| Termly newsletter to all parents about PE achievements and opportunities for extracurricular activities in the community. | | Week 9 | IP |  |  |
| Look at PE Passport assessment data to ensure staff are using correctly and identify any gaps in skills. | | Week 8 | IP |  |  |
| Identify any outside opportunities for competitive sports events | | Continual | IP |  |  |
| Identify any staff CPD needs and | |  |  |  |  |

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| 1. The quality of education   (Teaching, Learning and Assessment) | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * 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? * What has been taken from our Covid experience to positively influence the quality of education? And how is this being woven in/shared with teachers etc. | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
|  | | | | | |
| **Actions for each half term**   * **What needs to be done to achieve your Annual Targets?** * **Refer to LPS Raising Achievement Cycle.** * **Refer to the priorities in the SEF** * **Refer to LPS Transition Documents** * **Refer to the Roadmap to Excellence** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
|  | | | | | |
| Observe a selection of PE lessons to ensure that lessons are high quality, children are engaged in activities quickly, learning is differentiated and linked to previous sessions and that progress is made. | | Week 6 | IP |  |  |
| All teachers to aim for 20% teaching and 80% activity in all lessons | | Week | IP |  |  |
| Ensure all major sporting events and national achievements are shared and celebrated with the whole school. | | Week | IP |  |  |
| Improve the quality of Dance throughout school by having a dance coach from South Ribble Sports in for ½ term | | Spring term | IP |  |  |
| Use Mrs Morrison’s expertise in other classes by swopping AT’s for dance sessions | | Spring term |  |  |  |
| Use Sports Coach assessment to aid further development in sports taught by him | | Continual |  |  |  |

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| 1. Personal Development. Behaviour and attitudes | | | | | |
| **Key lines of Enquiry:**  *(Questions govs 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 standards as high as they are in core subjects? Why is this? * What are the pupils 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? * How can our Covid experience be used to positively influence learning attitudes? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
|  | | | | | |
| **Actions for each half term**   * **What needs to be done to achieve your Annual Targets?** * **Refer to LPS Raising Achievement Cycle.** * **Refer to the priorities in the SEF** * **Refer to LPS Transition Documents** * **Refer to the Roadmap to Excellence** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
|  | | | | | |
| Observe lessons and attitudes of the children engaging with PE lessons. Complete pupil interviews | | Week | IP |  |  |
| Increase the range of competitive sporting events by attending competitions and festivals organised by South Ribble Sports in a range of age groups and gender | | Throughout the school year. | IP |  |  |
| Encouraging all children to be active by using the Fitness trackers to monitor activity. | | Throughout the school year. | IP |  |  |
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**Raising Aspirations Plan Autumn Term Evaluation**

**Subject:**

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|  | 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 Spring Term Evaluation**

**Subject:**

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| --- | --- | --- | --- |
|  | 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:**

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| --- | --- | --- | --- |
|  | 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 |  |  |  |