

# 9 STEP SUCCESS



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This template has been designed for you to assess your schools provision and outcomes in PE & sport.

## MOVING TOWARDS OUTSTANDING

Use our simple traffic light system:

**RED – REQUIRES IMPROVEMENT**

**AMBER – GOOD**

**GREEN – OUTSTANDING**

FOR HIGH QUALITY  
PE & SPORT

### QUESTIONS

### REQUIRES IMPROVEMENT

### GOOD

### OUTSTANDING

STEP  
1

Is there a culture that has been created from senior management all the way down the school which places importance on high quality PE & sport?

There has been limited or no emphasis placed on the importance of high quality PE & sport from senior management, and they fail to value the important role sport can play in the whole school improvement plan.

The school senior management recognise the importance of high quality PE & sport and the role it can play in improving the whole school.

There is a clear plan on how high quality PE & sport should be promoted and senior management are very proactive to emphasise the important role sport plays to staff, parents and pupils.

STEP  
2

Is there a rich and diverse offer of PE & sport for curricular and extra-curricular activities?

The current PE curriculum covers the very minimum of requirements and fails to offer opportunities for children to engage in a broad range of activities and games. Pupils receive less than two hours timetabled PE a week.

The PE curriculum is broad and balanced and offers children opportunities to try a diverse range of sports. As well as making sure every opportunity is used to challenge and progress pupils. All pupils receive two hours of timetabled PE.

The PE curriculum is diverse and children are given lots of opportunities to try a range of sports in and out of school time. Pupils are encouraged to explore their natural curiosity and are constantly encouraged, challenged and inspired to enhance their skills. All pupils receive two hours or more of timetabled PE.

STEP  
3

Do pupils value PE, and look forward to PE & sport within school?

The majority of pupils value PE, but a number of pupils are not engaged due to poor teaching and lack of opportunities to participate in school sport.

All pupils look forward to PE and receive two hours of timetable PE a week. There are lots of opportunities for the children to participate in sport and the school encourages and promotes the benefits of PE and sport to all pupils.

All pupils value and look forward to PE and receive two hours or more of timetabled PE per week. All children are encouraged to participate in school sport and the pupils achievements are celebrated and shared.

STEP  
4

Is there sufficient equipment for teachers and other adults to lead high quality PE & sports sessions?

There is very limited equipment for PE & sport, and the equipment that the school does have is in very poor condition or teachers and other adults do not have the confidence to know how to use the equipment safely.

The school have a broad range of equipment that is well maintained and regularly used by teachers and other adults to deliver high quality PE & sport.

The school have an excellent range of equipment, which allows teachers and other adults to deliver outstanding lessons. The equipment is very well looked after, and teachers and other adults use the equipment with great confidence and purpose.

STEP  
5

Are there frequent opportunities for teachers and other adults to develop their own skills to ensure they are delivering high quality PE & sport?

There is very little or no training provided to assist teachers and other adults to professionally develop, which has a very negative effect on the overall teaching of PE & sport

There are opportunities for teachers and other adults to develop their skills in teaching PE & sport, with internal and external training delivered by fellow staff and other suitably qualified trainers.

The staff are given lots of opportunities to improve their skills to teach high quality PE & sport. This is achieved in a number of ways; team teaching, modelling, twilight and inset training. The training covers the full breadth of the PE curriculum and is delivered by well qualified teachers, coaches and trainers.

STEP  
6

Do you have a long term plan for PE in school over the next 12 months? Which includes; curriculum PE, school competitions, extra-curricular activities?

There is very little or no training provided to assist teachers and other adults to professionally develop, which has a very negative effect on the overall teaching of PE & sport

There is a clear plan in place for PE with all staff aware of the long term plan for curriculum PE for the next 12 months. The pupils have an extensive range of opportunities to participate in clubs after school, and the school regularly participates and arranges in intra and inter competitions.

The school plan well ahead and are always looking to enhance and improve PE through their long term plan. The PE curriculum, after school clubs and school competitions, work in cohesion with each other. All pupils are able to access a broad range of clubs and competitions are integrated into the PE curriculum.

STEP  
7

Do you have a strong PE coordinator that embraces and cheerleads the schools PE & sport?

A PE coordinator has been appointed by the school, who has an interest in developing the schools PE & school sport.

The PE coordinator is a skilled professional who promotes the schools PE & sport and is supporting all staff to develop.

The PE coordinator is highly skilled, able to motivate other staff, and has the support of the Headteacher, staff and governors. There is a detailed plan on how they plan to take the PE forward for the whole school.

STEP  
8

How effective is the teaching and learning of PE in your school?

The competence and confidence of staff varies. A limited number of PE lessons are good. Most pupils make some progress in lessons, but assessments lack rigour.

Most staff are confident and competent to use a range of teaching and learning styles in PE. Most lessons are good or outstanding. The majority of pupils make good progress, and there is a sound assessment process in place.

All staff are confident and competent to deliver high quality PE and the quality of all lessons is good or outstanding. All pupils make good progress in lessons and staff challenge the needs of all the children. Assessment involves pupils and fully identifies and celebrates their achievements.

STEP  
9

Does your PE & sport provision contribute to overall school improvement?

PE & sport are recognised for the impact they have on a positive contribution to the school ethos, and there is some attempt to use sport in whole school strategies.

PE & sport are celebrated across the whole school. The context of sport is regularly used in other curriculum lessons and as a whole school theme.

PE & sport is a central part of the development plan. The context of sport is used across the curriculum and is integrated into the school ethos. PE & sport is also used to engage the wider community and build relationships with other schools.

## NEED HELP?

Call our PE experts on:  
**01889 580235**  
or Email:  
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### SCHOOL SPORT OBJECTIVES:

1. ....
2. ....
3. ....

### PROGRESSIVE SPORTS OBJECTIVES:

1. ....
2. ....
3. ....