

PRIMARY SUBJECT LEADERS

PE

Name: _____

School: _____

LA/Trust: _____

Date: _____



Hounslow
Education
Partnership

PE Subject Leaders (Sept 2021)

This workbook has been designed specifically to support the work of subject leaders in primary schools as they keep a record of both their actions and the outcomes of these actions.

This PE Subject Leaders Workbook is the companion document to the PE Subject Leaders Resource File.

There are subject leaders resource files & workbooks for the following subjects:

- Art & Design
- Computing
- English
- Design & Technology
- Geography
- History
- Mathematics
- MfL
- Music
- PE
- PSHE
- Science

The structure of each workbook follows the same format:

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(*[www](#) – what went well; [ebi](#) – even better if)

Part A: Subject leader audit questions

| TASK | NOTES | COMPLETED | DATE |
|--|-------|-----------|------|
| Am I clear about the NC Aims for PE? | | | |
| Have I checked out the subject association website to identify resources for: * Me, as the subject leader * Teachers/assistants | | | |
| Have I completed an audit of my own knowledge, skills & understanding against these aims? | | | |
| Have I identified sources to support me in my own subject knowledge? | | | |
| Have I written a Statement of Intent for PE? | | | |
| In writing the Statement of Intent, did I refer to paragraph 179 of Deep Dive Resource 1? | | | |
| Re: Para: 179, do I have a written response for each of the five bullet points? | | | |
| Has this statement been approved by HT/SLT/all staff? | | | |
| Have I developed a monitoring calendar so that I am able to build up an accurate and up-to-date overview of the www/ebi in Teaching, Learning & Assessment (TLA) for PE? | | | |

| | | | |
|---|--|--|--|
| Have I clarified with my line manager what good or better TLA in PE 'looks' like? (and hence what is not yet 'good' enough) | | | |
| Supplementary questions: | | | |
| How long have I been the subject leader for PE, and what support (CPD) have I received either internally or externally? | | | |
| What resources do I use to support me as a subject leader? | | | |
| How have I designed the PE curriculum? | | | |
| What am I trying to achieve through the PE curriculum? | | | |
| What scheme of learning does the school follow (published or your own)? | | | |
| How is this subject taught, and why? | | | |
| How do children progress in this subject from one year to the next? (Remember that progress is knowing more, remembering more and being able to do more.) | | | |
| How do I ensure that pupils retain their subject knowledge? | | | |
| How do I ensure that pupils with SEND (as well as those entitled to Pupil Premium) benefit from the curriculum in this subject? | | | |
| What would I expect an inspector to see when they visit PE lessons and speak to the pupils? | | | |

| | | | |
|--|--|--|--|
| How do teachers clarify any misconceptions by pupils? | | | |
| What links are made between PE and other subjects – can I give an example of where this works particularly well? | | | |
| Can I tell of any examples where I have supported other teachers/assistants in PE and the impact that this has had on their teaching/pupils' learning? | | | |

Part B: Snapshot www/ebi for PE

THE KEY STRENGTHS IN:

Teaching, learning & assessment in PE are:

The PE curriculum are:

THE MAIN AREAS WE NEED TO DEVELOP IN:

Teaching, learning & assessment in PE are:

The PE curriculum are:

Part C: Statement of curriculum intent

From the Ofsted Education Inspection Framework (EIF)

Intent

Para: 196.

In evaluating the school's educational intent, inspectors will primarily consider the curriculum leadership provided by school, subject and curriculum leaders.

Para: 197.

The judgement focuses on factors that both research and inspection evidence indicate contribute most strongly to an effective education and pupils achieve highly. These factors are listed below.

- The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.
- It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.
- The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.
- The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.

PE: Statement of Intent (School name):

Write your Statement of Intent here:

Part D: PE & cultural capital

From the Ofsted Education Inspection Framework (EIF)

Cultural capital

Para: 203.

As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum:

'It (cultural capital) is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

How PE at (School x) contributes to the development of pupils' cultural capital:

Part E: Subject leaders response to the Ofsted March 2022, research report into PE

<https://www.gov.uk/government/publications/research-review-series-pe/research-review-series-pe>

The curriculum: Progression in PE

The first PE pillar of progression: motor competence

- Fundamental movement skills
- Beyond fundamental movement skills

The second PE pillar of progression: rules, strategies and tactics

The third PE pillar of progression: healthy participation

- Vocabulary in PE

The curriculum: types of knowledge in PE – declarative and procedural

Based on the above, high-quality PE may have the following features

| Main findings | My commentary |
|--|---------------|
| Teachers know that PE includes clearly defined knowledge that can usefully be categorised into declarative and procedural knowledge. These forms of knowledge in PE are often inextricably linked. | |
| Teachers know that PE is not synonymous with physical activity or sport. They share similarities but also have important differences. | |
| Leaders and teachers have thought carefully about what it is to know more and do more in PE. This understanding is informed by the national curriculum's aims and component knowledge has been identified to develop pupils' competence. | |
| A strong foundation of FMS is developed, starting in the early years. It sequentially develops through transitional activities into more specialised sport and physical activity contexts. FMS are a precondition to accessing the later, more | |

| | |
|--|--|
| specialised movement patterns required for competence in sport and physical activity. | |
| Teachers make sure that pupils' movement is not only efficient and effective but intelligent and context-related. They make sure pupils have knowledge of rules, strategies and tactics in order to direct and guide successful movement. | |
| Knowledge of healthy participation includes important knowledge of key concepts pertaining to health, participation and physical activity. These are taught systematically, honour the specific learning context and increase in complexity throughout the curriculum. | |

The curriculum: learning is domain-specific

Based on the above, high-quality PE may have the following features

| Main findings | My commentary |
|---|---------------|
| Teachers and leaders recognise that learning takes time. They make sure that pupils have enough time to revisit and develop their knowledge within a context before moving too quickly on to a new sport or physical activity. | |
| Leaders planning the curriculum are clear that the sport or physical activity being taught matters | |
| They select physical activities and sports based on capacity to develop pupils' competence within PE. They use the 3 pillars (motor competence; rules, strategies and tactics; and healthy participation) to help identify key concepts to teach and for pupils to learn and build pupils' understanding incrementally. | |
| The PE curriculum meets the needs of all pupils. All pupils feel included and able to succeed within the subject. | |

The extra-curricular offer is available for all pupils. It provides opportunities to build, develop and refine knowledge and in this way benefits from a symbiotic relationship with the curriculum subject PE.

Pedagogy

Based on the above, high-quality PE may have the following features:

| Main findings | My commentary |
|---|---------------|
| The pedagogical approaches selected reflect the needs of pupils and the needs of the curriculum content. | |
| All pupils are supported to know more and do more. All pupils benefit from high-quality instruction, practise and feedback. | |
| Teaching activities and approaches make sure pupils revisit and re-encounter important knowledge. | |
| Practice is domain-specific, desirably difficult and goal directed, with the aim of all pupils improving. It gives pupils time to build, develop and refine their knowledge. | |
| Feedback for pupils focuses on how to improve. | |
| Pupils have high-quality opportunities to learn component knowledge. Teachers move onto more complex content once pupils have secured important foundational knowledge. | |
| Competition is appropriately positioned when pupils have the knowledge needed to access the demands of the competition. This is regardless of whether the competition is against oneself or others. | |

Pedagogical adaptations for pupils with SEND to access and achieve success are specific to the needs of the pupil and retain educational integrity to meet the aims of the national curriculum.

Assessment

Based on the above, high-quality PE may have the following features:

| Main findings | My commentary |
|--|---------------|
| Teachers select the most appropriate assessment approaches to give all pupils opportunities to show what they know, can do and understand. | |
| Formative assessment is ongoing and provides information that teachers use to inform subsequent teaching. | |
| Assessment approaches should identify the component knowledge pupils have acquired and have not yet acquired. | |
| Pupils have a comprehensive understanding of what it is to know more and do more in PE. This is not narrowed to only value performance in specific sports or physical activities. | |
| The inferences made from assessment data collected are carefully considered alongside other forms of assessment data to provide an accurate picture of what each pupil can do and what they need to do to improve. | |
| Pupils are explicitly taught how to self- and peer-assess, using clear and precise success criteria to give accurate and meaningful interpretations. | |
| Teachers using technology to support assessment carefully weigh up the strengths and limitations and the role it plays in providing accurate assessment information that directly relates to improving competence in PE. | |

Subject and whole-school policies

Based on the above, high-quality PE may have the following features:

| Main findings | My commentary |
|---|---------------|
| Teachers of PE have high levels of subject knowledge and pedagogical knowledge. | |
| Teachers of PE and relevant support staff benefit from subject-specific specialist training. | |
| Any external specialist support is well aligned with the curriculum vision of the school, as part of a carefully sequenced curriculum that enables pupils to cumulatively know and do more. | |
| School leaders have responsibility for the PE curriculum in place at their school. | |
| Teachers are actively engaged in what has been taught before and what will be taught after their age group of teaching. They use this knowledge to inform their selection of content, sequencing and ambitious end points for all pupils. | |
| Teachers are highly trained in meeting the needs of all pupils, including pupils with specific SEND within a mainstream setting. | |

Conclusion

If PE is to truly physically educate all pupils, the curriculum must take pupils beyond their own experiences. It should develop their knowledge of motor competence, rules, strategies and tactics, and healthy participation in order to meet the aims of the national curriculum. Pupils who lack this knowledge, and lack structure to their knowledge, are denied the opportunity to develop competency and to flourish in and beyond PE lessons.

Pupils are best able to learn more and do more in PE when they have access to high-quality instruction, practise and feedback. Practice time needs to sufficiently support developing competence; it needs to be challenging and it needs to provide the opportunity to revisit, refine and develop knowledge. To do this, teachers need to carefully consider the number of sports and physical activities that pupils are taught. They should focus on balancing breadth with depth so that pupils become more competent and confident and so that the curriculum does not become 'a mile wide and an inch thick'. Assessment needs to explicitly check pupils' understanding of the component

knowledge needed to develop competence and, where appropriate, adapt subsequent teaching to reduce the likelihood of gaps in knowledge developing or misconceptions becoming embedded. Furthermore, teaching approaches need to carefully align both to the needs of the pupils and the needs of the curriculum.

Without the important building blocks of efficient, intelligent and healthy participation, pupils can be limited in the choices they have to engage in the world of sport and physical activity. PE is not for some; it is for everyone.

PE is not without its complexities within each school. Schools that have a culture of championing PE (and the complementary role of the wider extra-curricular offer) can help all pupils to be their best, and can even rewrite pupils' futures in terms of their lifelong engagement with, and enjoyment of, sport and physical activity.

Part F: Annual monitoring calendar

- 1) Exemplar calendar
- 2) Your version
- 3) Checklist: groups
- 4) Annual overview
- 5) Evidence collected against NC Aims

Exemplar calendar

| Month | Learning Observation | Pupil Voice * suggest doing this at the same time as 'pupil work' | Pupil Work | Any Other Activity |
|-----------|--|---|---|--|
| September | xxx | week 3/4: talk to pupils about experiences in subject last year | if new to post, search out pupils' work from previous year to get an overview of learning against the subject's NC Aims | meet with teachers to clarify 'understanding' of NC Aims/expectations for end of topic 'goals' |
| October | learning walk in EY/KS1/L & U KS2 (eg – visits to YN, Y2, 4 & 6) | talk to pupils* in those classes you've visited | * always try to talk to pupils with 'samples' of their learning with them | always feedback the www/ebi from any monitoring/review activities |
| November | learning observations in EY/KS1/L & U KS2 (eg – a selection of YR, 1, 3 & 5) | talk to pupils* in those classes you've visited | * always try to talk to pupils with 'samples' of their learning with them | always feedback the www/ebi from any monitoring/review activities |
| December | xxx | | | Gather feedback from teachers from Term 1 (re: www/ebi) Prepare termly update of www/ebis (for feeding back to HT/SLT – and possibly linked Governing Body (GB) representative) |
| January | xxx | talk to pupils about experiences in subject last term | | meet with teachers to clarify 'understanding' of NC Aims/expectations for end of topic 'goals' |

| | | | | |
|----------|---|---|---|---|
| February | learning walk in EY/ KS1/L & U KS2 (eg – visits to YR, Y1, 3 & 5) (<i>check whether the www/ebis from term 1 are the same/improving ...</i>) | talk to pupils* in those classes you've visited | * always try to talk to pupils with 'samples' of their learning with them | |
| March | learning observations in EY/KS1/L & U KS2 (eg – a selection of YN, 2, 4 & 6) (<i>check whether the www/ebis from term 1 are the same/improving ...</i>) | talk to pupils* in those classes you've visited | * always try to talk to pupils with 'samples' of their learning with them | |
| April | | | | Gather feedback from teachers from term 2 (re: www/ebi) Prepare termly update of www/ebis |
| May | follow-up learning observations/walks to assess whether the wwvs are still wwvs and whether any ebis have moved in the direction of a www | talk to pupils* in those classes you've visited | * always try to talk to pupils with 'samples' of their learning with them | |
| June | follow-up learning observations/walks to assess whether the wwvs are still wwvs and whether any ebis have moved in the direction of a www | talk to pupils* in those classes you've visited | * always try to talk to pupils with 'samples' of their learning with them | Gather feedback from teachers from terms 1-3 (re: www/ebi) |
| July | | | | Gather feedback from teachers from terms 1-3 (re: www/ebi) Complete subject self-evaluation report/action plan for the next academic year (<i>share with HT/SLT – and possibly also linked GB representative</i>) |

Your version

| Month | Learning Observation | Pupil Voice * suggest doing this at the same time as 'pupil work' | Pupil Work | Any Other Activity |
|-----------|----------------------|---|------------|--------------------|
| September | | | | |
| October | | | | |
| November | | | | |
| December | | | | |

PE:

| | | | | |
|----------|--|--|--|--|
| | | | | |
| January | | | | |
| February | | | | |
| March | | | | |

PE:

| | | | | |
|-------|--|--|--|--|
| April | | | | |
| May | | | | |
| June | | | | |
| July | | | | |

PE:

| | | | | |
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Checklist: Have I included as many as possible of the following 'groups' of pupils?

| Group | When | Who |
|--|------|-----|
| EYFS | | |
| KS1 | | |
| KS2 (Lower) | | |
| KS2 (Upper) | | |
| Lower/Middle/Upper Ability pupils | | |
| Disadvantaged/Non-disadvantaged pupils | | |
| Pupils with SEND | | |
| EAL pupils | | |
| (What other 'groups' do you need to focus on?) | | |

Annual overview

| Month | Learning Observation | Pupil Voice | Pupil Work | Any Other Activity |
|-----------|----------------------|-------------|------------|--------------------|
| September | | | | |
| October | | | | |
| November | | | | |
| December | | | | |
| January | | | | |
| February | | | | |
| March | | | | |
| April | | | | |
| May | | | | |
| June | | | | |
| July | | | | |

Evidence collected against NC Aims

| NC Aims | Pupils develop competence to excel in a broad range of physical activities | Pupils are physically active for sustained periods of time | Pupils engage in competitive sports and activities | Pupils lead healthy, active lives |
|----------|--|--|--|-----------------------------------|
| Yr N www | | | | |
| Yr N ebi | | | | |
| Yr R www | | | | |
| Yr R ebi | | | | |
| Yr 1 www | | | | |
| Yr 1 ebi | | | | |
| Yr 2 www | | | | |
| Yr 2 ebi | | | | |
| Yr 3 www | | | | |
| Yr 3 ebi | | | | |
| Yr 4 www | | | | |
| Yr 4 ebi | | | | |
| Yr 5 www | | | | |
| Yr 5 ebi | | | | |
| Yr 6 www | | | | |
| Yr 6 ebi | | | | |

Monitoring Calendar B (Summary)

| | | | | |
|------|--|--|--|--|
| Yr N | | | | |
| Yr R | | | | |
| Yr 1 | | | | |
| Yr 2 | | | | |
| Yr 3 | | | | |
| Yr 4 | | | | |
| Yr 5 | | | | |
| Yr 6 | | | | |

Overall Summary

| NC Aims | Pupils develop competence to excel in a broad range of physical activities | Pupils are physically active for sustained periods of time | Pupils engage in competitive sports and activities | Pupils lead healthy, active lives |
|---------|--|--|--|-----------------------------------|
| www | | | | |
| ebi | | | | |

Part G: PE self-evaluation report

This is the author's initial interpretation of a best-fit between the previous subject criteria and the current (2021) Quality of Education (QoE) criteria.
(See Subject Leaders Resource File for this information).

| INTENT | | |
|--|----------|---|
| NEW HANDBOOK | EVIDENCE | OLD SUBJECT CRITERIA |
| <p>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. <i>[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i></p> | | <p>Leaders are fully committed to securing improvements to provision and raising pupils' achievement. They take decisive action to eradicate weaknesses and promote greater consistency. Leaders are competent and confident teachers of PE. Their lesson monitoring is routine and well-established. Strengths are shared between teachers and weaknesses are tackled through further challenge and professional development tailored to individual needs.</p> <p>A good PE curriculum that enables all pupils to participate regularly and achieve well in a broad range of activities is complemented by an extensive programme of extra-curricular sport, including competitive fixtures against other schools.</p> |
| <p>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. <i>[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i></p> | | <p>Sufficient curriculum time for PE has been secured to promote regular participation and enable all pupils to achieve well.</p> <p>Pupils have two hours of core PE lessons each week in all key stages. In schools with significantly less than this in any key stage, all pupils are provided with a good range of additional awards and qualifications in PE and sport, and a broad enrichment programme enables most pupils to make good progress.</p> |

| | | |
|--|--|--|
| | | Primary schools provide regular swimming lessons to enable most pupils to meet minimum expectations for swimming by the end of Key Stage 2. |
| The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. <i>[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i> | | The needs and interests of all groups of pupils, including disabled pupils or those with special educational needs, those for whom the pupil premium provides support and the most able, are met. The PE curriculum is adapted to promote the regular participation of significantly overweight pupils and educate about the importance of leading an active, healthy lifestyle. |

| IMPLEMENTATION | | |
|--|----------|---|
| NEW HANDBOOK | EVIDENCE | OLD SUBJECT CRITERIA |
| Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. | | Pupils of all abilities are fully included and challenged to achieve their best because learning is planned on the basis of what pupils already know, understand and can do. Teachers and coaches show a detailed understanding of PE and sport and communicate this effectively. Specialist coaches and volunteers are deployed effectively by teachers to provide high-quality sports coaching and advice on how to improve performance. |
| Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. | | Relationships are good and expectations are high. Pupils improve their fitness and health as a result of good teaching. Time in lessons is used effectively to engage all pupils in vigorous, physical activity for sustained periods of time and to promote their physical fitness. |
| Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. | | Pupils of all abilities are fully included and challenged to achieve their best because learning is planned on the basis of what pupils already know, understand and can do. Teachers and coaches show a detailed understanding of PE and sport and communicate this effectively. |
| Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform | | Assessment procedures are firmly established in all key stages and are applied consistently to monitor pupils' progress and inform future planning. |

| | | |
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| teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils. | | Teachers and coaches assess how well individual pupils are progressing and identify those who need further challenge or additional support. |
| Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. | | Pupils of all abilities are fully included and challenged to achieve their best because learning is planned on the basis of what pupils already know, understand and can do. Teachers and coaches show a detailed understanding of PE and sport and communicate this effectively. |
| The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. | | Pupils' enjoyment of PE is shown in their positive attitudes and regular participation in lessons and extra-curricular sport. They acquire the skills needed to organise sport and physical activity for others. Links with other subjects and good partnerships with schools, clubs and sports organisations enhance pupils' learning and participation in PE, sport and physical activity. |
| Reading is prioritised to allow pupils to access the full curriculum offer. | | |
| A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read. | | |

| | | |
|---|--|--|
| The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning. | | |
| Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. | | |

| IMPACT | | |
|---|----------|--|
| NEW HANDBOOK | EVIDENCE | OLD SUBJECT CRITERIA |
| <p>Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.</p> | | <p>Sufficient curriculum time for PE has been secured to promote regular participation and enable all pupils to achieve well.</p> <p>Boys and girls of all ages, abilities and interests acquire new knowledge and skills at a good rate and develop a good understanding of PE and sport. They practise skills by themselves, in small groups and teams, without the need for much guidance or support. They apply these skills in a wide range of activities and situations, and achieve a high level of performance.</p> |
| <p>Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.</p> | | <p>Pupils' enjoyment of PE is shown in their positive attitudes and regular participation in lessons and extra-curricular sport. They acquire the skills needed to organise sport and physical activity for others. They have a good level of physical fitness and understand the importance of this in promoting their long-term health. They are able to remain physically active for long periods of time and lead healthy lifestyles by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.</p> <p>In primary schools, most pupils can swim 25 metres and know how to remain safe in and around water by the end of Year 6.</p> |
| <p>Pupils' work across the curriculum is of good quality.</p> | | <p>Pupils' enjoyment of PE is shown in their positive attitudes and regular participation in lessons and extra-curricular sport. They acquire the skills needed to organise sport and physical activity for others.</p> |

Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

PE makes a good contribution to whole-school priorities, including literacy and numeracy policies.

Part H: CPD Log

- 1) CPD I have attended
- 2) CPD I have delivered

CPD I have attended

| Date | Title | Provider | Actions |
|------|-------|----------|---------|
| | | | |
| | | | |
| | | | |
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| | | | |
| | | | |

CPD I have delivered

| Date | Title | Who to | Impact/feedback |
|------|-------|--------|-----------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Part I: Subject leader development plan

Subject: _____

Subject Leader: _____

Academic year: _____

| Date | Target | Record of actions taken | Impact/evaluation | Target achieved (& date) |
|---------------------|--------|-------------------------|-------------------|--------------------------|
| Autumn Term | | | | |
| Spring Term | | | | |
| Summer Term | | | | |
| End of year summary | | | | |