

Gateshead School Sport Partnership (GSSP)

Building an Active and Healthy Future through PE and School Sport



Primary Physical Education and School Sport High Quality Mark (PPESSHQM)



Supporting information for
all schools 2019/20

The following information will support your school in applying for the GSSP PPESSHQM by giving you an overview of all prerequisites and criteria. This will allow you to read the criteria in each section for all award levels prior to completion the actual application form. It would be useful for you to make an initial Self Evaluation Judgement (SEJ) by simply highlighting the statement that you feel best reflects your schools current position. Schools must make a SEJ for all sections and subsections and subsequently identify a **maximum of 3** improvement targets for each of the 6 sections.

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PRE-REQUISITES

OVERVIEW & BASELINE

Criteria	Interpreting the Criteria	Possible Evidence
1. Hold a current (year of application) national School Games Mark. N.B. Criteria not applicable to Infant Schools	School awarded at least a Bronze School Games Mark in the year of application.	School awarded Bronze or above School Games Mark.
2. Hold a current Gateshead School Sport Partnership, Blazing the Trail Award	School awarded at least a Bronze Blazing the Trail Award.	School awarded Bronze or above Blazing the Trail Award.
3. Have the school's up to date PE and Sport Premium Action Plan on your school website (including the amount of funding received).	Current PE and Sport Premium Action Plan on your school website.	Up to date (reviewed in last academic year) PE and Sport Premium Action Plan on your school website.
4. Have an up to date review of the school's PE and Sport Premium Action Plan on your school website (including impact).	Current PE and Sport Premium Action Plan review and impact on your school website.	Up to date (reviewed in last academic year) PE and Sport Premium Action Plan on your school website (including impact).
5. Have published the percentage of pupils within your year 6 cohort for 2018 / 2019 who met the Swimming National Curriculum requirements.	The percentage of pupils within your year 6 cohort for 2018 / 2019 who met the Swimming National Curriculum requirements. Is published on your school website.	Up to date % of year 6 pupils able to: <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively Perform safe self-rescue in different water-based situations

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LEADERSHIP AND MANAGEMENT

Criteria	FOCUSING	EMERGING	ESTABLISHED	EMBEDDED
Does your school have a vision for PE (including swimming) and school sport (incorporating physical activity)?	There is no collective or written agreement or understanding about PESS.	There is a limited statement which identifies the potential for a whole school approach to, or recognises the value of, PESS.	There is a vision statement, adopted across the school and included in public documents available to parents.	There is a clear vision statement included in the school's aims that recognises the value and impact of high quality PE and school sport which pupils and parents understand and have contributed to. The subject leader demonstrates an ambitious vision for PESS reflected in the school aims i.e. <i>well-focused improvement plans are implemented and policies and procedures are consistently applied across the school and focused on raising standards.</i>
Does your PE (including swimming) and sport provision contribute to overall school improvement?	PESS are not recognised for the potential impact they could have on a whole school ethos and/or learning.	PESS are recognised for the impact they have on a positive school ethos and there is some attempt to use major sporting events or the positive values of sport in whole school strategies.	PE and sport are celebrated across the life of the school. The context of sport is regularly used in other curriculum lessons and as a whole school theme.	PE and sport is a central part of the school development plan. The context of sport is used across the curriculum and the skills and positive values of sport are integrated into the school ethos. PE and sport are used to engage the wider community and foster positive relationships with other schools.
Do you have strong leadership and management of PE (including swimming) and school sport?	The headteacher has only a limited understanding of PESS. Support from SMT and the governors is limited. PESS is not included in the School Improvement/Development Plan or reviewed in the school SEF.	The headteacher understands the importance and value of PESS and its potential impact on the school. There is an identified PE co-ordinator and active support from the governors. There is an up to date development plan for PESS with achievable targets. Funding has been allocated to the implementation of this plan.	The headteacher values PE and school sport and it is integral to school development. The PE co-ordinator is a skilled professional who has developed core provision and is supporting all staff. Governors are actively involved. There is a long term, whole school strategic plan for PESS supported by a curriculum plan with short term targets, costing and funding allocated.	The headteacher is pro-active in supporting the leadership group involving all stakeholders and has high expectations for the impact of PESS on whole school improvement. There is a detailed PESS development plan with short and long term targets and costings that enables all pupils (including target groups) to progress and achieve. Both PE and Sport Premium and Pupil Premium funding are utilised effectively for

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				<p>maximum impact and good practice shared across the wider PESS network.</p> <p>The PE co-ordinator is highly skilled, able to motivate staff and has the support of the headteacher, staff, governors, pupils and parents. Staff regularly participate in CPD relevant to high quality PE.</p>
<p>Does your school know how to effectively utilise the new PE (including swimming) and school sport funding?</p>	<p>There is a basic plan showing how the funding is used on the school website.</p>	<p>Consideration has been given and a basic plan of how to use the funding is being established.</p>	<p>It is clear how the planned budget will improve provision and outcomes in PE, physical activity and school sport.</p>	<p>Budgets are monitored regularly, enabling the school to see which elements of spend have the greatest and most sustainable impact.</p>
<p>Does your school have a PE (including swimming) and school sport policy statement/ policy?</p>	<p>There is no policy statement.</p>	<p>There is an up to date policy containing a statement which reflects the school's work on PESS.</p>	<p>There is a coherent policy statement which reflects the school's work, matched to the strategic plan.</p>	<p>There is a detailed and coherent policy statement reflected in current work, matched to the development plan and school aims. It is reviewed and updated regularly (at least in the last 3 years) by all relevant stakeholders, including a committee of pupils.</p>
<p>How well is PE (including swimming) and school sport co-ordinated in your school?</p>	<p>There is no PE co-ordinator or if in post, has few skills, lacks knowledge and understanding, and makes minimal impact.</p>	<p>The subject leader has received some training, has developed a core provision, and is supporting the individuals teaching PE and delivering school sport both within and outside the curriculum.</p>	<p>There is an experienced and skilled coordinator with good subject knowledge who leads a whole school approach to develop physical education and school sport.</p>	<p>The subject leader is highly skilled and trained. They use effective strategies for improving teaching and learning across the school and are able to motivate and develop all staff (teaching and ASLs) i.e. <i>developing staff through dialogue, coaching, training, mentoring and support and/or leading a coherent programme of professional development.</i></p> <p>They have the support of the head and all teachers and involve the community. The subject leader also champions PESS across the school and develops networks to extend opportunities for <u>all</u> pupils to</p>

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				further participate in community sports clubs etc.
How are key decisions made regarding PE (including swimming) and school sport in your school?	The headteacher responds to initiatives, e.g. Sainsbury's School Games, NGB programmes, Blazing the Trail, Road to Rio, Basic Moves, Skills2Play, Matalan TOPs, BUPA Start to Move, Change 4 Life sports clubs.	The PESS co-ordinator discusses PESS with the leadership team.	PESS are regularly discussed at staff and at governor curriculum group meetings and pupil needs and views are taken into account.	There is a pro-active group for PESS which includes a democratically elected group of pupils, meeting regularly and driving PESS forward. This group also includes and involves parents, members of the community and governors.

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CURRICULUM PLANNING AND PROVISION				
Criteria	FOCUSING	EMERGING	ESTABLISHED	EMBEDDED
Is PE (including swimming) in the curriculum well planned?	PESS is poorly planned and it is unclear whether the statutory requirements of the National Curriculum are covered. There is no scheme of work or it lacks detail, progression, and sufficient reference to healthy lifestyles.	There is a tangible core of learning activities for PESS. There is a scheme of work for PESS that reflects the current National Curriculum Programmes of Study. It ensures progression across the school and references healthy lifestyles.	There are detailed lesson plans for class teachers including the development of healthy lifestyles and effective use of the school's Schemes of work for PE. Planning is progressive and linked to prior learning i.e. curriculum planning demonstrates high expectations to extend the previous knowledge, skills and understanding of all pupils in a range of lessons and activity areas over time.	PE lessons are very well planned and inextricably linked to prior learning. All classroom teachers are aware of the statutory requirements of the National Curriculum and how PE helps all pupils develop healthy lifestyles and reach the performance levels they are capable of. Schemes of work are regularly reviewed (at least every 3 years) and developed. Participation is planned for, monitored and reviewed by staff and pupils.
Is your PE (including swimming) curriculum well designed and delivered?	The PE curriculum is poorly planned and there is no curriculum map/overview in place. There is no evidence of a broad and balanced PESS curriculum being planned or delivered.	The PE curriculum is planned and breadth and balance have been taken into account as reflected in the subject curriculum map/overview. Staff follow this curriculum map in their plans and delivery. There is some evidence of learning across the National Curriculum i.e. SMSC, thinking skills, basic skills etc. Hold a current (year of application) GSSP Bronze Blazing the Trail Mark.	The PE curriculum is broad and balanced. It is well informed by current and relevant initiatives both in and through PE and is designed to match a range of pupils' needs and ensure effective continuity and progression in their learning in both the subject and across the National Curriculum. Hold a current (year of application) GSSP Silver Blazing the Trail Mark.	The PE curriculum is innovative, imaginative and stimulating for all pupils. It is designed to match the full range of pupils' needs and to ensure highly effective continuity and progression in their learning across the National Curriculum. Hold a current (year of application) GSSP Gold Blazing the Trail Mark.

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<p>Do you provide a broad, rich and engaging PE (including swimming) curriculum?</p>	<p>It is not known whether or not the PE curriculum covers the minimum National Curriculum expectations in a safe, yet limited, range of environments. Pupils receive less than two hours timetabled PE each week.</p>	<p>The PE curriculum covers the minimum National Curriculum expectations in a safe, yet limited, range of environments. It focuses mainly on developing pupils' physical skills. Pupils receive less than two hours timetabled PE each week.</p>	<p>The PE curriculum is broad and balanced, going beyond the National Curriculum expectations. It is fun and delivered safely in a range of environments, which develops all physical skills and some leadership and coaching skills of pupils. All pupils receive two hours of timetabled PE.</p>	<p>The PE curriculum is diverse, providing pupils with the confidence to try new activities as well as enhancing their existing skills in a diverse range of environments. There are opportunities for all pupils to develop their leadership, coaching and officiating skills. All pupils receive two hours or more of timetabled high quality PE.</p>
<p>Are you providing high quality outcomes for young people through PE (including swimming) and school sport?</p>	<p>Some pupils are engaged in PE and can demonstrate their level of understanding and skill. The majority of behaviour is good and pupils are starting to make healthy lifestyle choices.</p>	<p>Most pupils are engaged in PE and can demonstrate their level of understanding and skill. The majority of behaviour is good and pupils are starting to make healthy lifestyle choices.</p>	<p>All pupils are engaged in PE and can demonstrate their level of understanding and skill. Behaviour is good across all PE lessons and pupils co-operate in collaborative and competitive situations. All pupils are starting to make healthy lifestyle choices.</p>	<p>All pupils are engaged, motivated, demonstrate a high level of understanding and skill and take some lead in high quality PE lessons. Behaviour is excellent across all PE lessons and pupils make decisions that challenge and inspire them even further. All pupils consistently make healthy lifestyle choices.</p>
<p>Are you providing a rich, varied and inclusive school sport offer as an extension of the curriculum?</p>	<p>Aspiring to provide pupils with two hours of high quality PESS per week inclusive of extra-curricular provision.</p>	<p>All pupils are provided with two hours of high quality PESS per week (made up of curricular and extra-curricular activity). Most pupils are able to access a basic range of opportunities to take part in school sport through clubs and competitions. Through these opportunities pupils learn about training and competing, although leadership development is not catered for. Provision for, and the inclusion of, young disabled pupils is inadequate.</p> <p>Hold a current (year of application) Bronze School Games Mark.</p>	<p>Almost all pupils have access to at least two hours of high quality PE in the curriculum each week, including swimming. The school sport offer includes activities that cater for and appeal to all pupils. The programme enables pupils to utilise a range of skills and establish participation habits through regular clubs and competitions both within and between schools. Pupils enjoy participation and leadership; this enhances their understanding of sports participation and increases the likelihood that they will continue to take part. A majority of pupils access at least one additional hour of school sport and/or</p>	<p>All pupils are able to access at least two hours of high quality PE in the curriculum each week, including swimming. All pupils are able to access a broad offer of school sport activities (as participants, leaders or organisers). An extensive range of sports is available, including opportunities for young disabled people, through a programme that both responds to demand and introduces sports activities that the pupils may not otherwise experience. Numerous young people represent the school and are part of community clubs that the school has links with. Pupils' achievements are celebrated and shared with parents or carers. The vast majority of pupils take up</p>

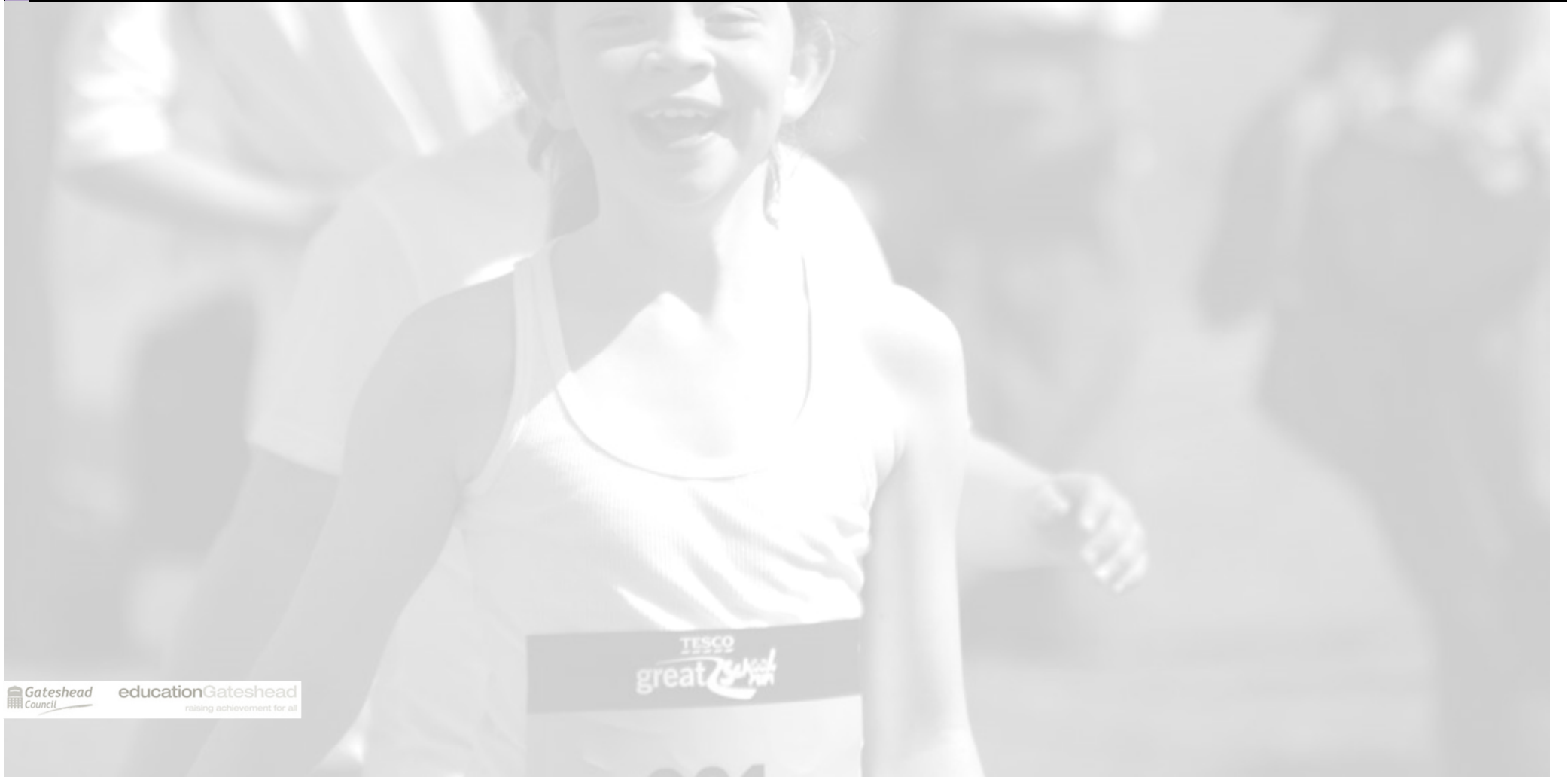
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			dance each week. Hold a current (year of application) Silver School Games Mark.	opportunities for at least one additional hour of school sport and/or dance each week. Hold a current (year of application) Gold School Games Mark.
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TEACHING AND LEARNING

Criteria	FOCUSING	EMERGING	ESTABLISHED	EMBEDDED
<p>How good is the teaching and learning of PE (including swimming) in your school?</p>	<p>Teachers, coaches and/or adults who support learners (ASL) are uncertain of the purpose of the lesson, and employ a narrow range of teaching/delivery styles. Coaches/ASLs are not managed and/or directed during curriculum delivery and are mostly left to just cover the lesson (PPA time etc.). Most pupils do not make progress in learning.</p>	<p>The confidence and competence of staff varies. Lessons have good features, but teachers/coaches/ASLs have insufficiently high expectations of the range and depth of work expected. Coaches/ASLs are not managed/directed during curriculum delivery although the teacher is often present in the lesson. Most pupils make some progress but assessment lacks rigour. Limited reporting of progress to parents or carers.</p>	<p>Most staff are confident and competent to use a range of teaching and learning styles in PE. Most lessons are good or outstanding. Teachers/ coaches/ASLs clearly understand the purpose of the lesson and use a wide range of teaching and learning approaches to deliver PESS with high levels of interaction for pupils. Coaches/ASLs are managed/ directed during curriculum delivery and work closely with the teacher to plan and deliver the lesson(s). The majority of pupils make good progress, which is fully reported to parents or carers, and there is a sound assessment process.</p>	<p>All staff are confident and competent to deliver high quality PE and the quality of all lessons is good or outstanding. Teaching and learning approaches are matched to the lesson content, acknowledge preferred learning styles and encourage participation by all pupils. Teachers/coaches have an accurate and in depth subject knowledge of the curriculum i.e. demonstrate a critical understanding of developments in the subject and the progression of skills in all areas of activity (games/ dance/gymnastics/ athletics/OAA/swimming). All pupils make good progress which is clearly reported to parents or carers. Assessment involves pupils fully and identifies and celebrates their achievements.</p>

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<p>How good is Lesson planning in your school?</p>	<p>Lesson plans have unclear learning objectives and are over reliant on commercial resources that do not meet the needs of pupils.</p>	<p>Most plans have clearly focused learning objectives. Teachers make selective use of commercial lesson plans, schemes of work and resources.</p>	<p>Most plans identify a small number of key learning objectives. Resources are selected which support the learning objectives. Opportunities for reflection on learning are provided.</p>	<p>All plans have clear teaching objectives and learning outcomes. An effective balance of commercial and teacher resources is used to meet objectives.</p>
<p>How well do you assess progress and attainment in PE (including swimming)?</p>	<p>Teachers/coaches/ASLs assess pupils' progress or achievement in an arbitrary way, if at all and this is not reported to parents/carers. There is no overall policy and teachers do not understand the importance of assessment in PESS.</p>	<p>Assessment lacks rigour. There is no mechanism for drawing on these assessments to show progress over time. There is no comment about PESS in annual reports.</p>	<p>There is a whole school approach to assessing and recording progress in PESS used by all teachers. Some account is made of this in planning future work. Teachers/coaches/ASLs understand the difference between assessment for learning and assessment of learning. Pupils understand how to improve their learning as a result of accurate feedback from teachers. Progress is reported fully to parents and commented on in annual reports.</p>	<p>Assessment involves pupils fully in the process and identifies and celebrates their achievements against national expectations. There are systems in place to collate pupils' attainment at set points in the academic year as well as to moderate the accuracy of teacher/coach/ASL assessment. Pupils comment on both their progress and on ways this could be improved. Assessment identifies further needs and priorities for planning future work. Reports to parents/carers clearly show how pupils have made progress towards the national expectations and this is cross-referenced with other curriculum areas.</p>
<p>Do you use Information and Communication Technology (ICT) in PE (including swimming)?</p>	<p>There is no evidence of the use of ICT in PESS lessons.</p>	<p>Some teachers/coaches/ASLs plan for ICT work in PESS and there is evidence of basic ICT work in displays.</p>	<p>All teachers/coaches/ASLs use a range of ICT activities and resources to support teaching and learning. Displays reflect a range of ICT uses.</p>	<p>All teachers/coaches/ASLs make imaginative use of ICT. Pupils use ICT independently to support their own work in PESS. ICT is written into the whole school plan for PESS.</p>

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<p>Are all pupils provided with a range of opportunities to be physically active and do they understand how physical activity can help them to adopt a healthy and active lifestyle?</p>	<p>There are few opportunities for pupils to participate beyond lessons.</p>	<p>Staff in the school have a knowledge and understanding of the key behaviours of a healthy and active lifestyle. There is a programme of extra-curricular and informal opportunities that promote physical activity, but the breadth of the provision is limited and the offer is universal.</p>	<p>There is a school policy that enables pupil participation across and beyond the school. The school is committed to supporting every child to be physically active. Staff can identify target groups of pupils that are deemed less-active and barriers to their participation are being addressed. Positive attitudes towards healthy and active lifestyles are encouraged among all pupils. Pupils are occasionally able to participate in opportunities in the community.</p>	<p>The school has a clear physical activity policy which incorporates PE and school sport but also offers informal physical activity such as break-time activity, active travel and supervised play. Strategies are in place so that pupils are consulted about the activities offered. Pupils and teachers work together with other adults. They take responsibility for activities in the school and community. There is a democratically elected group of pupils that has input into the PESS policy in school. A positive attitude towards healthy and active lifestyles is encouraged among pupils and staff, and is extended to parents or carers.</p>
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MONITORING AND EVALUATION				
Criteria	FOCUSING	EMERGING	ESTABLISHED	EMBEDDED
Do you monitor and evaluate PE (including swimming) and school sport?	There is no formal monitoring process.	The coordinator monitors class teachers and NQTs as and when need arises. This may include lesson observations and scrutiny of planning. The subject leader monitors extra-curricular clubs through the completion of a register and occasionally visits a session.	There is regular and planned monitoring of PESS provision (including extra-curricular clubs) across the whole school, including lesson observation, scrutiny of work and planning.	Teachers regularly observe each other and ASLs. Pupils are highly involved in the monitoring and evaluation process, identifying issues for development and change. Reports are made to governors and parents.
How do you recognise and reward achievement PE (including swimming) and school sport?	Pupils do not know what is expected of them in PESS (including swimming).	Pupils know what is expected of them in PESS (including swimming) but teachers' expectations are low and no account is taken of activities pupils may be involved in beyond school.	Pupils are clear about expectations in PESS (including swimming). Achievement in PESS across and beyond school is recognised and celebrated by the school. Credit is given for active participation in school and community life. Pupils identify and reflect on progress of targets for PESS.	Pupils achieve well and make very good progress in PESS (including swimming). They set their own targets and direct their efforts in areas of need. Very high attainment is displayed. All pupils have their achievements recognised and certified. The school ensures that at transition teachers/schools are aware of pupil achievement.
How do you review processes PE (including swimming) and school sport in your school?	There is no review of PESS.	The coordinator monitors but this is rarely discussed in a wider forum. Reports are submitted to the leadership team.	PESS is regularly discussed at staff meetings and issues are identified for future development. PESS is reviewed annually by key staff and an action plan produced by the coordinator in the context of the statutory requirements for the National Curriculum for PE, Ofsted and the Sports Premium funding.	PESS is discussed by pupils and staff at school council meetings and at governing body meetings. The review involves parents and members of the school community and plans are shared.

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PARENTAL AND COMMUNITY INVOLVEMENT

Criteria	FOCUSING	EMERGING	ESTABLISHED	EMBEDDED
How do you involve parents to enhance the delivery of PE (including swimming) and school sport?	Parents and others used as visitors on an ad hoc individual basis. No policy or guidance in place.	School plans for the involvement of parents and community members in line with school policy and external guidance.	Parents and community members are used to support the PESS curriculum and receive clear guidance on their role and purpose. Their involvement is well planned and evaluated by staff and pupils.	Parents and members of the community are involved in planning activities in collaboration/partnership with the subject leader with input from pupils. The involvement of external visitors is monitored.
How do you use outside agencies and other key providers/partners in PE (including swimming) and school sport?	No use is made of other providers.	The school makes some use of local and national agencies as a resource including the Gateshead School Sport Partnership and their key partners	Mapping of local community and health resources has been undertaken and their use is planned for in PESS.	Members of the community organise support and initiate activities in the school as part of the arrangements for OSHL. Pupils and teachers invite guests to both increase awareness and provide inspiration.
Is PE (including swimming) and school sport included on the school website?	The school does not have a website at all/or has a website but it does not have a PESS page.	The school has a website which includes a PESS page but it is not easily accessible to parents and the community.	The website is effectively managed with PESS information. Pupil participation, work and achievement are published on the site.	Pupils assist in the management of the PESS pages of the website. It is dynamic and provides information, resources, and links for pupils and parents. There is an opportunity for parents to make comments about the PESS programme.

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<p>How do you keep parents and the local community informed about your pupil's involvement in PE (including swimming) and school sport?</p>	<p>Parents and the community are generally unaware of the school's approach to PESS.</p>	<p>Information is available in school newsletters to the community. Parents know what their children are being taught in PE and their involvement in school sport.</p>	<p>Parents and the community are kept informed through regular newsletters, the school website and through participation in PESS activities.</p>	<p>Parents and community are invited to participate in workshops on specific aspects of PESS the importance of healthy lifestyles. Parents and community members are also invited to give or take part in talks.</p>
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RESOURCES AND THEIR MANAGEMENT

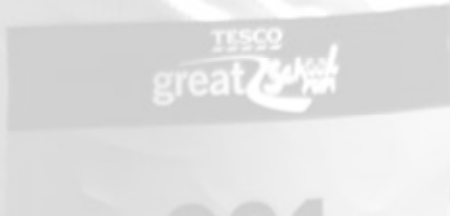
Criteria	FOCUSING	EMERGING	ESTABLISHED	EMBEDDED
How do you manage equipment and resources for PE (including swimming) and school sport?	There are a few PESS equipment and resources. What is available is not in very good condition or out of date.	Though there are sufficient equipment and resources to meet minimum standards and entitlement, the school has identified gaps in equipment and resource provision. Funding is available to meet these needs.	There is a wide range of equipment and resources available to teachers and pupils. Pupils are able to access and choose equipment and resources themselves. Effective use is made of ICT to access equipment and resources.	There is a wide range of quality equipment and resources including web-based materials. Equipment and resources are matched to needs and challenge/support inclusion, race and diversity.
How do you manage the deployment and equality of access to equipment and resources?	There is no clear deployment. For example, distribution of equipment and resources might be dependent upon the PESS coordinator.	There is a nucleus of appropriate equipment and resources augmented by material in a range of subjects and the school library.	All teachers have access to a wide range of equipment and resources including CD-ROMs, videos/DVDs and children's literature. All pupils have access to equipment and resources to support their learning. There is a good resource to support core PESS and learning.	All pupils have opportunities to use their community as a resource and have access to visits, visitor activities, web-based equipment and resources, appropriate to their curriculum and their needs. There are good equipment and resources to support PESS teaching and learning throughout the school.
How well are equipment and resources used in PE (including swimming) and school sport?	There is over reliance on a small selection of equipment and resources.	Equipment and resources are used to support PESS but lack focus and challenge.	Equipment and resources are matched to the contents of the lesson and a mixture of teaching and learning approaches are used.	Equipment and resources are selected to support a wide range of teaching and learning approaches and to reflect diversity and inclusion. There is a planned programme for the review and replacement and purchase of equipment and resources.

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<p>How do you decide on the selection of equipment and resources in your school?</p>	<p>There are no criteria for the selection of PESS equipment and resources.</p>	<p>Equipment and resources are selected to meet the needs of individual topics within PESS but are uncoordinated.</p>	<p>There are clear criteria for the selection of equipment and resources to support teaching and learning throughout the school. Equipment and resources are regularly reviewed, revised and updated by the PESS coordinator.</p>	<p>Teachers and pupils at all levels regularly review and assess the value of the equipment and resources that they and their teachers use. Pupils and teachers also discuss what other equipment and resources would be helpful.</p>
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STAFF DEVELOPMENT

Criteria	FOCUSING	EMERGING	ESTABLISHED	EMBEDDED
Do you audit the skills and expertise of staff in your school?	No structured audit has taken place. No one knows of skills teachers may have for teaching aspects of PESS.	An audit has taken place which has identified gaps in provision and areas for whole school development. Some teachers have received training as a consequence.	An audit of skills has taken place and teachers with particular strengths are able to share their expertise with other PESS teachers.	Audits are used on a regular basis to identify individual and whole school development needs and to ensure that pupils' entitlement is met and staff in need of extra <i>support</i> are given assistance.
What knowledge and understanding about PE (including swimming) and school sport do the staff in your school have?	In many lessons the quality of teaching is affected by the teacher's insecure knowledge and understanding of PESS. Some training has taken place.	Most teachers have sound knowledge and understanding of PESS. Training is available for teachers to improve this.	Class teachers have good knowledge and understanding of PESS and use it effectively in their teaching. Training is provided to meet teacher needs. The school takes advantage of local authority support.	There is training for staff to show how they can constructively support PESS especially at transition. Training may be joined with other phases.
Do you provide access to Continuing Professional Development for the staff in your school?	Few if any teachers have participated in PESS CPD.	The school makes use of LA and other providers and external courses for identified staff. The coordinator is familiar with the wide range of CPD opportunities and what makes effective PESS CPD including web based support. PESS is included in the school CPD programme.	The coordinator for PESS uses the Self-evaluation Tool to identify CPD needs. PESS CPD is an integral feature of the school improvement plan and strategic plan for PESS. There is an opportunity for those who have taken part in training to feed back to staff and use the learning to improve teaching and learning.	All staff have access to PESS CPD through a school supported continuing professional development plan. The school acknowledges the role of subject associations, network meetings and advisory groups for PESS. There is evidence that CPD has made an impact on PESS provision, especially teaching and learning.