

Guidance Notes
for completing
PCESS Self-Evaluation

November 2010

Purpose

This document will help schools complete their annual PESS Self-Evaluation. It considers each key question and the factors affecting high-quality physical education and school sport in relation to the Estyn inspection framework. By answering the PESS self-evaluation questions, schools will be able to identify the strengths and areas for development in their physical education and school sport provision. From this information, schools can prioritise their action plans to raise standards in teaching and learning in physical education and contribute to improving the statutory cluster transition plans. Rather than replacing existing self-evaluation systems, this process should enhance and supplement existing practice. In order to prepare for an Estyn inspection or local authority review schools should refer to:

- the Estyn framework for inspection found on the Estyn website - www.estyn.gsi.uk
- self evaluation manual also on the Estyn site
- high-quality P.E and school sport http://www.teachernet.gov.uk/_doc/6254/HighQualityLeaflet.pdf
- the School Effectiveness Framework <http://www.sefcymru.org/eng/sef-p2-home.htm>
- physical education guidance for schools

<http://wales.gov.uk/topics/educationandskills/curriculumassessment/arevisedcurriculumforwales/nationalcurriculum/physicaleducationnc/;jsessionid=69rLLPLXGTLKpXYfhC16QLyLcm6qOXfxSnJILLJ9hMTfLmypKw7b!81960802?lang=en>

The main aim of the PESS project is to raise standards of teaching and learning in physical education. The PESS initiatives/resources/opportunities highlighted in this guidance have been designed to achieve this aim. All of the PESS initiatives have been developed in consultation with the major stakeholders in physical education: WAG, Estyn, DCELLS, and Local Authority PE advisors, Higher Education Institutions, teachers and pupils. Every professional development opportunity that PESS has developed has been designed to comply with the CPD PE standards and Code of Practice. By implementing these initiatives, schools will not only raise standards in physical education and school sport but also make progress towards achieving the good practice identified by Estyn and the Activmarc Cymru award. This quality mark is awarded to schools that can demonstrate a commitment to developing high quality PE and School Sport for all children.

When a school commits to applying for an Activmarc Cymru Award it engages in a process of self-evaluation that identifies strengths and areas for development. The application form is aligned to the Estyn Framework based on the three key questions. The evaluation process produces a wealth of information that should be used to inform future planning.

The PESS self-evaluation process and its link to development centre planning.

The PESS self-evaluation should be carried out at the outset of a new development centre and continued annually. Development centre schools should be informed of the process and introduced to the forms and guidance notes at a partnership meeting. PE advisors, school improvement officers or consultants should be involved in this process. Once schools have undertaken their own individual evaluation, the PESS Co-ordinator and partnership leader would usually work together to identify common priorities for action across the family of schools in the development centre. This long list of priorities could then be presented to the next partnership meeting at which a short list of key priorities/targets would be agreed. These key priorities are then used to construct the development centre plan. If schools have identified priorities for action that are not included within the development plan, then they must make a decision about the status of these priorities within their own school development plans. A professional learning community (PLC) can be established within the development centre in order to look at the priorities that have been identified. Likewise, for individual school priorities or priorities across a few schools, professional learning communities can be established to identify a solution to the identified areas for improvement.

The guidance

For each key question the following aspects have been included:

- good practice in physical education and school sport (PESS)

This information contains elements of identified good practice from sources such as: Estyn subject guidance, 2005 DFES documents, AfPE Wales and Physical Education advisors and consultants.

- Questions to consider

This section asks questions that should be considered when looking at the key question. The intention is to provoke thinking.

Where evidence can be found

The section at the end of the document lists some of the sources of evidence that may be considered to help identify the standard of provision. The list is not in priority order nor is it exhaustive. Schools do not have to find evidence from every source; the list is merely a guide.

This guidance shows how PE and school sport contributes to whole school self-evaluation. With wellbeing now being an important part of the schools inspection process the contribution that PESS brings to this area is huge and should be emphasised.

Key Question 1 - How well do our learners achieve and progress in Physical Education and School Sport?

Key Question 1: How good are outcomes? Standards

- Results and trends in performance
- Standards of groups of learners
- Achievement and progress in learning
- Skills
- Welsh language

Good Practice in PESS

Look for learners who can:

- achieve standards appropriate to their age and ability;
- identify their strengths, know what they need to do to improve and set appropriate targets for improvement;
- make good progress in their learning;
- understand what is expected of them;
- think effectively to solve problems and make decisions;
- achieve good learning outcomes;
- learn independently;
- respond positively to different challenges;
- work alone, in pairs and in small groups effectively;
- ask relevant questions;
- take on different roles and responsibilities e.g. performer, observer, leader;
- use correct terminology
- acquire new knowledge and skills in each of the four areas of experience and apply them in new situations
- use Welsh language in P.E

Questions to consider

- Are you benchmarking results and monitoring trends?
- How do you know how well you are achieving in P.E?
- Are learners engaged in target setting and evaluating performance?
- Do more able and talented pupils achieve their potential? ALN, girls, boys, BME groups?
- Are pupils progressing well in P.E through the key stages?
- Do pupils apply their knowledge understanding and skills learnt in one area of experience to a new situation?
- Are pupils achieving well in skills qualifications? Are opportunities provided in P.E to help achieve the Welsh Baccalaureate?
- How can you show the wider skill development of pupils through learning in P.E? ICT skills, organisational skills, leadership skills?
- Do pupils utilise Welsh in their P.E lessons?

Key Question 1 - How well do learners achieve the well being outcomes through Physical Education and School Sport?

Key Question 1: How good are outcomes? Wellbeing

- Attitudes to keeping healthy and safe
- Participation and enjoyment in learning
- Community involvement and decision making
- Social and life skills

Good Practice in PESS

Look for learners who:

- enjoy learning , they are interested and motivated
- understand how they can become healthy and the positive contribution that regular physical activity has on their health
- show sufficient strength, speed, stamina and suppleness to engage in a variety of different activities;
- are aware of their strengths and limitations.
- show the confidence to join in a variety of activities;
- engage in regular extra-curricular activities both in school and through local clubs;
- work responsibly;
- relate well to each other and adults;
- respect one another and the teacher;
- behave well;
- experience success;
- regularly bring appropriate kit and take part with interest and enthusiasm;
- show honesty, fairness when participating in sport
- engage in sixty minutes of activity five times a week;
- feel healthy and good about themselves;
- voice opinions, offer ideas and make choices;

Questions to consider

- Do pupils understand the importance of being active for at least 5 hours a week?
- Do you know how often your pupils are taking part in physical activity?
- Do all pupils take part regularly and enjoy their learning in P.E?
- Do all pupils have the opportunity to make decisions about the activities they would like to do in curricular and extra curricular provisions?
- Do you have a school sports council giving pupils the platform to make decisions about activities in their school?
- Do you have adistars (silver ambassadors) in your school championing sport participation?
- Are pupils able to volunteer and help deliver activities in school and their community?
- Are you able to evidence the sporting activities that your pupils participate in the community?
- Can you show how PESS contributes to the development of pupils self esteem and confidence?
- Are all pupils equipped with the skills and confidence to enable them to be active after they leave school?

Key Question 2 - How well do we provide for high quality P.E and school sport?

Key question 2: How good is provision? Learning experiences

- Meet the needs of all learners
- Provision for skills
- Welsh language provision and the Welsh dimension
- Education for sustainable development and global citizenship (ESDGC).

PESS Good Practice

Questions to consider

Learning experiences in PE and school sport, which:

- meet the needs of all learners;
- are sufficiently broad and balanced;
- are equally accessible to all learners;
- build systematically on existing knowledge, understanding and skills as pupils move from year to year and from one key stage to the next;
- ensure that provision for the development of key skills is coherent and co-ordinated;
- provide adequate time for pupils to develop their knowledge, skills and understanding;
- provide opportunities to obtain appropriate awards and qualifications;
- promote out-of-hours opportunities, including extra-curricular activities and clubs, which contribute to the standards that learners achieve and to their wider personal development;
- are in partnership with parents, the community and with other schools and colleges to broaden range of learning experiences;
- meet the requirements for Y Cwricwlwm Cymreig;
- provide opportunities for learners to adopt lifelong healthy activity habits; and
- provide learners with opportunities to develop responsibility and leadership skills.

- How well do our PESS plans and policies ensure that all learners are motivated to take part in challenging activities with interest and enthusiasm?
- What is the effect of our systems for grouping learners, taking account of differentiation as well as gender balance and class sizes?
- How well do we track the progress of learners?
- Are we effective at building and developing pupils' skills by making connections across the areas of experience?
- Do we provide all learners with equal opportunities both in curricular and extra - curricular activities?
- Does the OSHL provision and extra - curricular activities impact well on pupils' experiences and learning?
- To what extent do learning activities in PE meet pupils' needs in gaining and using skills, particularly literacy?
- How well do we monitor provision of skills through PESS?
- How well do we reflect Welsh Assembly Government Policy for Welsh language and the Welsh Dimension through PESS?
- How well do we contribute to learners understanding about sustainable development and the knowledge, understanding, skills, attitudes and values necessary to become a global citizen?

Key Question 2 - How well do we provide for high quality P.E and school sport?

Key question 2: How good is provision? Teaching

- Range and quality of teaching approaches; and
- Assessment of and for learning

PESS Good Practice

Teachers of P.E who:

- demonstrate good subject knowledge and are good role models;
- create a positive and supportive atmosphere catering for all learners
- respect learners and establish professional relationships that are clear and fair;
- manage classes effectively and organise learners well and set high expectations
- share learning outcomes with learners;
- use an appropriate range of teaching styles;
- set tasks that are stimulating and motivating cater for all learners and build on previous knowledge, skills and understanding;
- set appropriate time limits for tasks;
- establish safe routines and help learners to assess risks;
- promote improvement through intervention, utilise quality demonstrations provide constructive feedback and use questioning to challenge learning.
- use appropriate tools to assist learners to visualise and work towards achieving a particular goal e.g. Rich Tasks (from the NGfL website), demonstration to model good practice, use of ICT;
- make links to other areas of the curriculum, the community and to the world of work;
- listen to learners and provide choices based on their suggestions;
- plan learning thoroughly making links to the NCPE or examination syllabi;
- provide learners with equal opportunities;
- assess, record and report progress;
- involve learners in assessing their own progress and setting their own targets; and
- foster learner's thinking skills by focussing on evaluation and problem -solving

Questions to consider

- Do we have high enough expectations of all pupils?
- Do all our teaching staff have good up to date knowledge and understanding in PESS?
- How innovative are we in our approaches to learning and teaching in PE to engage and stimulate learners and challenge them to achieve highly?
- How successful are we in providing demanding tasks and learning activities that meets the needs of all learners?
- Do we use learning support staff effectively?
- How well do we raise pupils' achievement through assessment of and for learning?

Key Question 2 - How well do we provide for high quality P.E and school sport?

Key Question 2: How good is provision? Care support and guidance

- Health and well being including spiritual, moral, social and cultural development;
- Specialist services, information and guidance;
- Safeguarding arrangements; and
- Additional learning needs.

PESS Good Practice

- The school ensures the effectiveness of the learners' health, safety and well being in PE through:**
- arrangements made for risk assessment in PE;
 - ensuring physical environment (accommodation and resources) are regularly serviced and maintained in good condition and appropriate for activities pursued;
 - engaging all learners in physical activity on a regular basis;
 - encouraging healthy eating in the school and link with physical activity;
 - nurturing and developing high levels of self-esteem and self-confidence for all learners;
 - use of external agencies to promote healthy physical activity e.g. parents, carers and other educational professionals;
 - understanding the effects of exercise on the body
 - establish clear guidance for safeguarding and protecting children.

Questions to consider

- Are our Policies effective with appropriate arrangements for promoting appropriate child protection and healthy living including the emotional and physical wellbeing of learners?
- What strategies do we use to help learners to manage their feelings and develop self awareness and self respect?
- How do we gather the views of learners and parents/carers?
- Does PSE underpin the PESS provision?
- Do learners enjoy participating in PESS activities? Is this reflected in the numbers of pupils that attend extra - curricular sporting activities?
- Do we contribute well to the local community through our extra - curricular sporting activities?
- Do we have clear evidence of appropriate procedures for planning for offsite activities through the offsite visits coordinator?
- How well do we utilise published information regarding our progress in this aspect e.g. previous inspection reports, Sport Wales participation survey results?
- Do we ensure that the use of specialist support through external agencies is effective and cohesive?
- Do we have effective policies and procedures in place to ensure quality support from volunteers and coaches and other outside agencies that contribute to curricular or extra curricular PESS?

Key Question 2 - How well do we provide for high quality P.E and school sport?

Key Question 2: How good is provision? Learning environment

- Ethos, equality and diversity; and
- Physical environment.

PESS Good Practice	Questions to consider
<p>The school effectively supports individual needs in PESS through:</p> <ul style="list-style-type: none"> - teaching methods that are matched to needs; - good use of LSAs to support learners; - active and constructive inclusion of non participants in the learning; - using appropriate activities for learners with specific needs; - providing learners with equal opportunity and access to a range of learning experiences; - using appropriate and well-maintained resources and equipment; - challenging the able and talented; - assessing learners' needs; - signposting to community sporting opportunities; - a vibrant learning environment that is safe; and - utilise outdoor space to enhance learning and help with the feel good factor. 	<ul style="list-style-type: none"> - Do we take into account and value the diversity of the background of our learners and act appropriately on this information? - Does the PE curriculum and extra - curricular programme provide for equal access? - Do we have a good range of resources that are well matched to the needs of learners? - Do we keep records of the maintenance of equipment? - Does the accommodation provide a stimulating learning environment to support teaching and learning?

Key Question 3 – How effective is leadership and management of Physical Education and School Sport

Key Question 3: How good are leadership and management? Leadership

- Strategic direction and the impact of leadership;
- Governors or other supervisory boards; and
- Meeting national and local priorities.

PESS Good Practice	Questions to consider
<p>Head teachers and PE Subject Leaders:</p> <ul style="list-style-type: none"> - give clear direction, promote high standards and ensure a prominent profile for PE in the school; - clear roles and responsibilities and line-management arrangements - give a sense of purpose that promotes and sustains improvement; - set high expectations for achievement that are challenging and realistic, in partnership with the staff and others with whom they work; - build and co-ordinate a team with common values, aims and purpose; - encourage individuals to contribute to the common purpose; - develop the capacity to reflect critically on what is being done and how it can be improved; - understand and are committed to their role; - manage their role and responsibilities effectively; - manage and improve the performance of individual staff, teams and (where appropriate) departments; - identify appropriate procedures for targeting staff development that will impact positively on standards of learning and teaching in P.E - take account of national priorities, including SEF, WAG seven core aims; - take account of local and cluster priorities; - take account of national wellbeing priorities; creating an active Wales, change for life; and - local challenges, consortia agreements, CYP plan. 	<ul style="list-style-type: none"> - Does the school have a vision for PESS? Are pupils engaged with developing this vision? Is it shared with partners? - Is the school challenging everyone to lead active lives? - Are senior management encouraging the school facilities to be accessed by the community opening up opportunities for activity to take place outside school hours? - Does someone in senior management take on responsibility for catering for the activity needs of all learners? - Are all staff given the opportunity to develop their training needs in PESS? - Have the outcomes of PESS been linked to national agendas such as well being, SEF, creating an active wales, transition, local partnerships, the rights of the child?

Key Question 3 – How effective is leadership and management of Physical Education and School Sport

Key Question 3: How good are leadership and management? Improving quality

- Self evaluation, including listening to learners and others;
- Planning and securing improvement; and
- Involvement in networks of professional practice.

PESS Good Practice	Questions to consider
<p>Head teachers and PE Subject Leaders:</p> <ul style="list-style-type: none"> - establish monitoring and self-evaluation arrangements that are comprehensive, systematic and based on first-hand evidence; - seek out and take account of the views of learners, staff and other interested parties; - make sure that staff who deliver or support PE have the necessary qualifications and experience; - fully involve those responsible for delivering and supporting PESS in the self-evaluation process; - produce subject and whole-school action plans that reflect school and partnership PESS priorities - set clear priorities and action to bring about improvement; - seek adequate funding to ensure that priorities can be achieved; - establish effective professional learning communities in schools and across the DC; and - provide sufficient evidence to demonstrate that actions have resulted in desired and measurable improvements. 	<ul style="list-style-type: none"> - Do we utilise ICT in capturing quality evidence about PESS? - Do staff have the skills to evaluate their own performance for delivering high quality PESS? - Are there opportunities for pupils/parents to share their views and raise issues about PESS in their school? - How do you engage with all staff to identify priority areas for development of PESS? - Have our actions in PESS had a positive effect? How is this evidenced? - How are professional learning communities which identify developments for PESS established in school and across the partnership? - How do you identify and share PESS good practice within school and across the LA?

Key Question 3 - How effective is leadership and management of Physical Education and School Sport

Key question 3: How good are leadership and management? Partnership working

- Strategic partnerships; and
- Joint planning, resourcing and quality assurance.

PESS Good Practice	Questions to consider
<p>Head teachers and PE subject leaders:</p> <ul style="list-style-type: none"> - engage with partnerships that enhance the PESS programme for their learners in their schools(AYP, Healthy Schools, Youth Services, Local clubs and sports associations); - establish clear roles and responsibilities with partners; - make sure that all learners have access to appropriate learning resources through working in partnership that match the demands of their learning experiences; - provide a suitable and safe environment for good teaching, learning and support for all learners; - match resources to the identified priorities for development; - review the use of resources regularly to ensure value for money; - carry out regular risk assessment in all teaching areas and in the full range of learning activities; - use AOTTs to extend learning experiences in PESS beyond the school day; and - make sure families and the wider community access the sport programmes and sporting facilities in the school. 	<ul style="list-style-type: none"> - Are we fully engaged with partnerships that can have a positive outcome for our pupils well being? - Do we engage with the broader community to maximise PESS opportunities for the school? - Do we give staff the opportunities to develop their knowledge on emerging information on well being and PESS? - Do we encourage staff to be innovative and creative in acquiring new knowledge and skills to deliver high quality PESS? - How do we reflect on practice and evaluate the impact of PESS professional learning on pupils' outcomes and well being?

Evidence to support the good practice identified can be found in the following places;

- Comparisons across cluster schools/similar schools, family of schools;
- Lesson observations by subject leaders, partnership leaders, peers, consultants and advisors;
- Teacher assessments, which utilise outcomes for children's learning for 3 to 7 yr olds across Wales and the level descriptors included in the National Curriculum for Wales 2008;
- Pupil's self and peer assessment;
- Listening to learners; Learners' evaluations; Learner satisfaction questionnaires;
- Records of learners' progress and achievement; Learner profiles, assessment information, Visual evidence of learner's work/achievements;
- Transition arrangements;
- Information/records passed to next teacher(s); Information in teachers' registers;
- Policies and plans: School development plan; School policies - Equal Opportunities, Child Protection, health and well being policy, P.E development plan, transition plan
- Previous inspection reports.
- Curriculum audits. Timetables
- Schemes of work - showing clear evidence of learning activities that are appropriate to pupils' needs ie differentiated activities
- Cross-curricular links between for example PE and PSE etc
- Award ceremony publicity material
- OSHL timetable, showcasing range of opportunities, publicity material,
- OSHL attendance registers
- Sport Wales survey results, young people participation and P.E provision.
- Discussions and agreements with community and external providers
- Dragon Sport passports, portfolios of evidence
- Evidence of the operation of Children's University
- Young ambassadors and sports crew, Leadership deployment in school and the community
- Numbers of pupils who gain qualifications such as sport leaders' level 1 and 2, NGB coaching certificates, dance awards.
- Evidence of how pupils have been involved in designing extra-curricular programme
- Sports council minutes
- LA reviews; AYP, PESS, School improvement
- Resources and equipment capitalisation/allocation including staffing and accommodation; School PESS budget
- Job descriptions, Teaching and learning responsibility points;
- Professional development records and procedures;
- The learning environment, School notice boards; the playground, the classroom.
- School newsletters; consultation with parents
- Assemblies that recognise achievement and promote pupils' self-esteem

