

YST Physical Education Quality Mark

Audit questions		Bronze		Silver		Gold			
OVERALL VISION	Do you have a vision for PE? How is this supported by your PE, School Sport & Physical Activity Offer?	there is a limited vision that recognises the value of PE, physical activity and school sport and identifies the potential for a whole school approach	√/X	there is a vision statement, adopted across the school	√/X	there is a clear vision statement included in the school's aims that recognises the value and impact of high quality PE, physical activity and school sport and informs school development	√/X		
				the vision statement is included in public documents available to parents	√/X		pupils and parents understand and have contributed to this vision statement	√/X	
		Priority areas				Actions to achieve priorities			
		Individuals responsible				Budget considerations			
	How effective are your systems for monitoring, self-review and evaluation?	there is limited monitoring of the quality and quantity of the PE, physical activity and school sport offer	√/X	there is monitoring of the quality and quantity of PE, physical activity and school sport that informs development of these areas	√/X	the quality of teaching in PE and physical activity and coaching in school sport is monitored and evaluated regularly to ensure all young people can access opportunities and are making significant progress	√/X		
				the school is happy to share practice	√/X		good practice is shared and feedback sought, which drives the effective development of PE, physical activity and school sport	√/X	
		Priority areas				Actions to achieve priorities			
		Individuals responsible				Budget considerations			
	How collaborative is your partnership working?	there are limited opportunities to work in partnership with other schools and local partners	√/X	parents, volunteers, sports coaches and local partners provide wider opportunities for pupils	√/X	there are highly effective opportunities for staff and pupils to work in partnership with other schools and local partners to promote and support individual development and the development of PE, physical activity and school sport.	√/X		
				we are starting to explore ways to work in partnership with other schools for the mutual benefit of staff and pupils	√/X				
Priority areas				Actions to achieve priorities					
Individuals responsible				Budget considerations					

QUALITY OF PE	How would you rate the leadership and management of PE?	there is an identified PE coordinator with a limited understanding of the importance of PE, physical activity and school sport	√/X	the PE co-ordinator is a skilled professional who has developed core provision	√/X	the PE co-ordinator is highly skilled, able to motivate staff and has the support of the headteacher, staff, governors, pupils and parents	√/X		
				the headteacher values PE, physical activity and school sport	√/X	there is a detailed PE development plan with short and long term targets	√/X		
				PE and school sport is integral to the school development plan	√/X				
		Priority areas				Actions to achieve priorities			
		Individuals responsible				Budget considerations			
	How broad, rich and engaging is your PE curriculum?	the PE curriculum covers the minimum National Curriculum expectations in a safe, yet limited, range of environments	√/X	the PE curriculum is broad and balanced, going beyond the National Curriculum expectations	√/X	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	√/X		
				it is fun, taught by teachers with QTS and are delivered safely in a range of environment	√/X	Activities are taught in depth by Teachers with QTS and there are opportunities for all pupils to develop their leadership, coaching and officiating skills	√/X		
		it focuses mainly on developing pupils' physical skills	√/X	PE develops all physical skills and some leadership and coaching skills	√/X				
		pupils receive less than two hours timetabled PE each week	√/X	all pupils receive two hours of timetabled PE a week	√/X	all pupils receive two hours or more of timetabled high quality PE a week	√/X		
		Priority areas				Actions to achieve priorities			
		Individuals responsible				Budget considerations			
How would you rate the quality of teaching and learning of PE in your school?	the confidence and competence of staff varies	√/X	most staff are confident and competent to use a range of teaching and learning styles in PE	√/X	Curriculum PE is delivered by teachers with QTS who are confident and competent to deliver high quality PE and the quality of lessons is good or outstanding	√/X			
	a limited number of lessons are good or outstanding	√/X		most lessons are good or outstanding	√/X	staff adapt their teaching to provide for the least and most able pupils and recognise pupils learn in different ways	√/X		
	Priority areas				Actions to achieve priorities				
	Individuals responsible				Budget considerations				

QUALITY OF PE (continued)	How effectively are all staff planning and preparing for their PE lessons?	the majority of staff follow the curriculum map and schemes of work provided for them	√/X	all staff follow the curriculum map and schemes of work provided for them	√/X	Curriculum PE is delivered by teachers with QTS who are engaged in developing and shaping the curriculum map for their class	√/X
				staff meet in key stages each half term to plan their PE lessons	√/X	they regularly meet in key stage teaching groups to plan and prepare for their PE lessons	√/X
		they make simple changes to cater for the needs of their class	√/X			prior assessment informs planning and all pupils, including the most able are sufficiently challenged	√/X
		Priority areas				Actions to achieve priorities	
		Individuals responsible				Budget considerations	
	How would you rate the quality and quantity of your PE CPD offer?	there is limited opportunity for staff to access professional development	√/X	the PE co-ordinator keeps colleagues informed of opportunities and developments in PE	√/X	the PE coordinator leads a coordinated and strategic approach to CPD allowing all staff to regularly participate in high quality CPD that impacts on their teaching of curriculum PE and delivery of school sport.	√/X
		opportunities are ad hoc and learning is not shared across the school	√/X	an in-house programme of support is in place	√/X	where appropriate teachers with QTS learn from activity specific opportunities to deepen their subject knowledge	√/X
				where appropriate the PE Coordinator learns from and shares activity specific development opportunities with staff.	√/X		
		Priority areas				Actions to achieve priorities	
		Individuals responsible				Budget considerations	
	How well are all pupils, including targeted groups of students engaging in PE?	most pupils are engaged and enjoy PE	√/X	all pupils are engaged, enjoy PE and want to participate in all activities	√/X	all pupils are engaged, work hard, are motivated and take some lead in high quality PE lessons	√/X
		they participate in the majority of activities and behaviour is usually good	√/X	strategies for targeted groups are making a positive impact on their engagement in PE	√/X	behaviour is excellent across all PE lessons and pupils make decisions that challenge and inspire them further	√/X
				behaviour is good across all PE lessons and pupils co-operate in collaborative and competitive situations	√/X	all pupils consistently make healthy lifestyle choices	√/X
		some target groups still show signs of not engaging fully in PE	√/X			there are no obvious differences between targeted groups of pupils in their enthusiasm for PE	√/X
		pupils are starting to make healthy lifestyle choices	√/X	all pupils are starting to make healthy lifestyle choices	√/X		
Priority areas				Actions to achieve priorities			
Individuals responsible				Budget considerations			

QUALITY OF PE (continued)	How would you rate the progress and achievement of pupils and the quality of assessment in PE?	pupils make some progress	√/X	the majority of pupils make good or outstanding progress in PE	√/X	all pupils make good or outstanding progress (knowing what they can do and what they need to do in order to improve)	√/X	
		pupils can demonstrate their level of understanding and skill	√/X	there is a sound assessment process which accurately assesses pupil's progress	√/X		all pupils demonstrate a high level of understanding and skill	√/X
		assessment may lack rigour	√/X	it is fully reported to parents and carers	√/X	this is clearly reported to parents and carers		√/X
		not all pupils are set targets for improvement	√/X	pupils know their targets for improvement but not always how to achieve them	√/X		assessment involves pupils fully and identifies and celebrates their achievements	√/X
		limited reporting of progress in PE to parents and carers is evident	√/X					
		Priority areas				Actions to achieve priorities		
		Individuals responsible				Budget considerations		
QUALITY OF SCHOOL SPORT	How rich, varied and inclusive school sport offer as an extension of the curriculum?	a basic range of extra-curricular school clubs, intra and inter-school competitions are run	√/X	a wide range of extra-curricular -school clubs, intra and inter-school competitions are run that appeals and meets the needs of all pupils and is formulated through consultation with pupils	√/X	all pupils are able to access a broad offer of school sport activities as participants' leaders and organisers	√/X	
		they are accessed by most pupils	√/X	regular participation habits are established	√/X		the extensive range includes opportunities for young disabled pupils, which responds to their needs and demands	√/X
		the provision for and inclusion of young disabled pupils is limited	√/X	the provision for, and inclusion of young disabled pupils is developing	√/X	most pupils represent the school and are successful in competitive sport		√/X
		there is limited or no consultation with pupils about the activities offered	√/X	where appropriate, quality assured sports/activity specific coaches are deployed to enhance the school sport provision for pupils	√/X	they are a highly effective part of community clubs the school has links with	√/X	
				pupils regularly participate in festivals of sport and multi-skills activities and compete against each other and other schools	√/X	school and individual sporting success is celebrated	√/X	
						where appropriate the broad offer is enriched and enhanced by high quality and quality assured sport/activity specific coaches who have a good relationship with the school and provide strong links to community opportunities	√/X	
		Priority areas				Actions to achieve priorities		
Individuals responsible				Budget considerations				

QUALITY OF PHYSICAL ACTIVITY	How well do you provide a range of physical activity opportunities which complement your PE and school sport provision and enhance the opportunities for pupils to adopt a healthy active lifestyle?	staff in the school have a knowledge and understanding of the key behaviours of a healthy and active lifestyle	√/X	the school is committed to supporting every pupil to be physically active	√/X	the school has a clear physical activity policy which incorporates PE and school sport as well as informal physical activity, such as active travel and supervised play	√/X				
				informal activity and supervised play compliment their core PE and school sport provision	√/X						
		there is a limited programme of extracurricular and informal play opportunities that promote physical activity	√/X	there is increasing awareness of the issues that affect their health	√/X		lunchtime supervisors and older pupils have completed training, to act as play leaders and pupils are regularly consulted about the activities on offer	√/X			
		the majority of pupils are starting to understand the issues that affect their health and are making healthy lifestyle choices	√/X	staff can identify target groups of pupils that are deemed less-active	√/X		positive attitudes towards healthy and active lifestyles are encouraged among pupils and staff and extended to parents or carers	√/X			
				barriers to their participation are being addressed	√/X						
				All pupils across the school are starting to make healthy lifestyle choices.	√/X						
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		USING PE, PHYSICAL ACTIVITY AND SCHOOL SPORT AS A CATALYST FOR WIDER LEARNING	How well do you use PE, physical activity and school sport to engage and raise achievement in other curriculum areas?	individual teachers use examples from sport, major sporting events or other sports contexts in their teaching.	√/X		ideas are shared between staff and there is a developing co-ordinated approach to incorporating the examples, positive values, and skills of sport and major sporting events into the planning of lessons in some areas of the school	√/X	there is a co-ordinated and strategic approach to the use of PE, physical activity and school sport to engage pupils and raise achievement in other lessons.	√/X	
Priority areas				Actions to achieve priorities							
Individuals responsible				Budget considerations							

USING PE, PHYSICAL ACTIVITY AND SCHOOL SPORT AS A CATALYST FOR WIDER LEARNING	How well does PE, physical activity and school sport contribute to the school's ethos and values?	PE, physical activity and school sport are recognised for the impact they have on a positive school ethos	√/X	PE, physical activity and school sport have a high profile and are celebrated across the life of the school	√/X	PE, physical activity and school sport is a central part of the school development plan	√/X		
		there is some attempt to use the positive values of sport in whole school strategies	√/X	they make an active contribution towards some aspects of pupils' social, moral, spiritual and cultural development	√/X	the positive values of sport are integrated into the schools' ethos	√/X		
		there are limited planned opportunities to use PE, physical activity or school sport to support pupils' social, moral, spiritual and cultural development	√/X	there are planned opportunities within PE, physical activity and school sport that particularly enhance pupils' social and moral development	√/X	there is a co-ordinated and strategic approach to all areas of pupils' social, moral, spiritual and cultural development that has been planned into the PE curriculum	√/X		
						pupils, parents and carers understand and support the strategies	√/X		
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