



Reasons for a Distinction award as outlined by your validator:

Achievement

- An extremely broad and balanced curriculum engages and develops a love for physical activity which pupils respond to. Progress is outstanding and significant numbers are engaging in leadership roles [30%] or participating in performance sport and activity.
- A comprehensive swimming programme across two year groups and a targeted top up swimming has resulted in excellent swimming data
- Intervention programmes are designed to target pupils with a wide variety of needs and evidence shows significant impact for many individual pupils, particularly those most at need.

Quality of teaching

- Outstanding teaching within school as a result of continuous and monitored bespoke CPD, supported by excellent resources has engaged and developed teachers who are highly confident and competent.
- Teachers have excellent subject knowledge, are confident and enthusiastic in their teaching of physical education and are well supported through the strategies and resources developed and embedded by the school [planning, use of core task; assessment systems; S.T.E.P principles].

Curriculum provision

- The “irresistible learning” curriculum has engaged pupil, staff and parents in the learning journey of pupils. Planning, led by the subject leader and supported by SLT, S.E.N.C.O and P.S.H.E lead, ensures that PESSPA is integrated within and across subjects. Pupils challenge themselves and others [including their families] to be more active, live and eat healthily and enjoy all opportunities presented to them.
- A broad and balanced curriculum, enhanced through lunchtime and after school provision, in addition to special events and an extremely enhanced competitions programme provides outstanding experiences for pupils, particularly in non games activities.

Leadership and management

- The subject leader, supported by S.E.N.C.O. & P.S.H.E lead, together with SLT and Governors drive standards up through high expectations underpinned by sound planning. Management, monitoring and evaluation is constant and robust.
- The school, led by the HT, constantly scrutinise their planning, delivery and impact through both formal [lesson observations, planning scrutiny, assessment data] and informal [pupil voice, parent and staff feedback].
- OSH provision is encouraged and planned for in an inclusive and meaningful way and a large percentage of pupils engage in after school clubs].
- The school has an excellent competition record, particularly for their b and c teams, but see this as an extension of their curriculum provision not a simple add on.