



Newman Catholic Collegiate – Review of 2024-2025

RETROSPECTIVE PE Subject Review based on the Ofsted criteria for Physical Education (2012/2013)

It should be possible to complete this form electronically, if not please just pass it to me on paper.

School Name

St George and St Martin Catholic Academy

Subject lead for PE

Leila Arnold and Pascale Hepple

PE policy

Up to date

In need of review

Risk Assessments

Up to date

In need of review

Day in the week when staff meeting is held

Wednesday

Dates of INSET days planned

*Please complete this review for KS1 and KS2 and return by email to [Craig Sigley csigley@newmancc.co.uk](mailto:Craig.Sigley@newmancc.co.uk)
Deadline for completion is September 10th. Many thanks.*

Key stage 1 & FS

Please indicate the Key stage for each

Key stage 2

review



The review is based on a rag rating system. Once received the information will be used to produce a programme of CPD. Individual school's information provided in the reviews will not be disclosed or made public in any way.

Please complete the table below by indicating for each statement whether you consider your school to be red, amber or green during the academic year.

The overall effectiveness of physical education provided in the school

| Statement to consider | Green | Amber | Red |
|---|-------|-------|-----|
| Leadership of PE ensures that pupils, and particular groups of pupils have excellent educational experiences in PE lessons. | X | | |
| Leadership of PE ensures that pupils, and particular groups of pupils have excellent educational experiences in extra-curricular activities. | X | | |
| Leadership of PE ensures that pupils are prepared for and take part in level 1,2 and where possible, level 3 competitions. | X | | |
| Learning, physical development, high participation and achievement are evident in PE lessons and extra-curricular activities. | X | | |
| Rigorous monitoring and evaluation takes place. | X | | |
| There are high expectations of staff and the highest aspirations for all groups of pupils, including disabled pupils, pupils with special educational needs and | | X | |



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| pupils who have weight problems or other health related issues. | | | |
| Best practice is spread effectively through work with other schools and providers of community sport and by involvement in national PE and sport networks. | X | | |
| Statement to consider | Green | Amber | Red |
| Teaching in PE is highly physical and strenuous. | X | | |
| Cross-curricular links are promoted through appropriate use of tasks to contribute to pupil's learning and achievement. | | X | |
| PE contributes to pupils' spiritual, moral, social and cultural development and their physical well being. | X | | |

Achievement of pupils in PE

| | | | |
|--|-------|-------|-----|
| Statement to consider | Green | Amber | Red |
| Boys and girls make obvious progress. They acquire new knowledge and skills (motor, perceptual, cognitive and emotional) and develop an in-depth understanding of PE and what comprises a healthy lifestyle. | X | | |
| Pupils practice skills in a wide range of different activities and situations, by themselves, in small groups and in teams. | X | | |
| Pupils can apply these skills effectively in a range of activities. | X | | |



| | | | |
|---|-------|-------|-----|
| Pupils show very high levels of physical fitness and can work for prolonged periods of time. | | X | |
| Pupils exercise regularly, eat sensibly and know the importance of hydration. | | X | |
| Pupils think for themselves and take initiative in the organization and completion of tasks; leadership skills are evident and are actively encouraged. | X | | |
| Pupils are able to evaluate what needs to be done to improve their own and other's performances. | X | | |
| Statement to consider | Green | Amber | Red |
| Pupils show originality, imagination and creativity in their techniques, tactics and choreography; they are encouraged to work independently. | | X | |
| Pupils participate in every lesson, display positive attitudes towards PE and physical activity and engage in extra-curricular sport. | X | | |
| Almost every pupil can swim at least 25 metres before the end of Year 6 and knows how to remain safe in and around water. | X | | |

Quality of teaching in PE

| | | | |
|---|-------|-------|-----|
| Statement to consider | Green | Amber | Red |
| Teaching enthuses, motivates and inspires pupils to try hard and do their best. Excellent relationships and extensive praise and feedback promote | X | | |



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| enjoyable and highly effective learning. | | | |
| Teachers are very organized and well planned. | X | | |
| Specialist coaches that are used are very organized and well planned. | X | | |
| Sound subject knowledge ensures pupils are shown the step-by- step stages needed to acquire new skills, and how to apply the skills in different activities and situations (effective transfer of skills). | X | | |
| All pupils are challenged to work their hardest, even when they begin to tire and are encouraged to find their own ways of improving their performance (effective differentiation). | X | | |
| Time in lessons is maximized to engage all pupils in vigorous, physical activity. | X | | |
| Statement to consider | Green | Amber | Red |
| A wide range of equipment and resources, including computers and video technology is used regularly and effectively to enhance learning. | X | | |
| Pupils' progress is systematically checked throughout both key stages (unless Infant or Junior school). | X | | |
| Teachers and coaches use assessment data to plan further challenges for more able pupils and provide additional support for less able pupils. | X | | |



Quality of the curriculum in PE

| Statement to consider | Green | Amber | Red |
|---|-------|-------|-----|
| The PE curriculum provides all pupils with an outstanding range of opportunities to participate and excel in PE, sport and physical activity. | X | | |
| Participation rates in PE are very high. | X | | |
| Competitive school sport is played to level 2 on a regular basis and pupils have the opportunity to access level 3 activities through the School Games. | | X | |
| The PE curriculum is highly inclusive. It is designed to meet the needs and interests of all pupils, including disabled pupils, pupils with special educational needs and pupils who have weight problems or other health related issues. | X | | |
| The PE curriculum is complemented by a range of traditional and new, alternative sporting activities. Pupils' interest and enthusiasm is captured to help promote a lifelong commitment to participation in sport and physical activity. | X | | |
| Statement to consider | Green | Amber | Red |
| Links exist with other schools, clubs and sports organizations, which contribute to extending the range and quality of opportunities provided for pupils. | X | | |
| Pupils have two hours of PE lessons each week. | X | | |



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| Regular swimming lessons are provided to enable all pupils to exceed minimum expectations for swimming by the end of Key Stage 2. | X | | |
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Quality of leadership in, and management of PE

| Statement to consider | Green | Amber | Red |
|--|-------|-------|-----|
| The PE leader is an experienced practitioner. They model best practice and articulate a clear vision for the subject. | X | | |
| They inspire and enthuse staff and motivate pupils of all ages, abilities and interests to engage fully in PE and to do their best. | X | | |
| PE has a high profile and there is a strong sporting ethos in the school. | X | | |
| The values of and the importance of regular participation in PE are promoted. | X | | |
| Teaching and a well-balanced, inclusive curriculum enable all pupils to achieve high standards and excel in PE, sport and physical activity. | X | | |
| Rigorous lesson monitoring, regular staff training and the sharing of best practice have eradicated weaknesses, adding greater consistency to teaching and learning. | X | | |
| Statement to consider | Green | Amber | Red |
| Subject leaders provide staff with clear guidance on what to teach and how to teach it well. | X | | |



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| Assessment of pupil's progress is used to raise pupils' achievement in PE. | X | | |
| Rigorous self-evaluation takes place; pupil feedback is also sought. | X | | |
| Pathways from school to community sport and physical activity exist. | | X | |
| Young leaders, from one or both key stages, are used in lessons and organize sport and play for others during lunchtime or after school. | X | | |
| PE makes an excellent contribution to whole- school priorities, including consistent application of literacy and numeracy policies. | | X | |
| Use of the new primary PE and Sport funding has led to the improvement in the quality and breadth of PE and Sport provision, increasing participation so that all pupils develop healthy lifestyles and reach the performance levels they are capable of. | <p>Nb this will be included in the ofsted framework as from September 2013</p> <p>Deep Dive in 2019</p> | | |

Evidence to support the rating for each area can be used to baseline the current position of PE and School Sport within your school.