

A2.5 The extent to which pupils feel safe.

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

- **It is school policy to only develop school club links with accredited clubs. These clubs are supported by National Governing Bodies and kite marked as safe, child friendly clubs.**
- **Playground games have seen a reduction of incidence on the playground.**
- **Schools residential at for years allows pupils to respond to controlled risk.**
- **Our schools provides swimming lessons including water safety to years.....**
- **Our school provides cycle proficiency and pedestrian training which helps provide road safety information.**
- **Pupils feel like they are listened to. Focus groups for none participants are formed and barriers to participation are addressed.**
- **All coaches who deliver after school clubs are CRB'ed and have the correct qualifications.**

A2.6 Pupils' behaviour

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

- **Playground Leaders training includes awareness of each other's needs at break times and encourages pupil's willingness to manage their own behaviour.**
- **Positive feedback from midday supervisors re Playground games initiative.**
- **The diverse range of activities and the ability to provide curricular and extra curricular activities that meets pupil needs has seen a positive impact on pupils behaviour.**

A2.7 The extent to which pupils adopt healthy lifestyles.

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

The following statistics are available from the sports database where pupils from every school completed a questionnaire. All Primary Link teachers have an access code allowing them to view their reports and gather all the below information instantly. If you would like a copy of you code please contact

- All pupils in each year group take part in 2 hours high quality PE per week.
- 48% of pupils take part in 3 hours PE and school sport on school site. Results taken from an online questionnaire completed by XXXX pupils out of XXXX (XX%).
- 69% of pupils took part in intra school sporting competition in 2008/9 with 29% taking part regularly. (results taken from XX% of pupils surveyed)
- 44% of pupils competed for school against another school, with 20% competing regularly for their school team.
- Our school provides a large variety of physical activity, with over 19 sports being provided last academic year.
- Our school has links with 9 local clubs, of which 31% of our pupils attend. We work closely with these clubs advertising through posters and assemblies, accessing their coaches to deliver after school clubs and attending festivals at their club grounds.
- 7% of our pupils are on the Gifted and Talented register for PE.
- A massive 19% of pupils out of the XXXX surveyed, volunteer in a sports capacity. This has been helped through the play leader training accessed through the Sports Partnership with XX pupils trained every year in playground games leadership. Many pupils also volunteer in the community, outside of school.
- The online sports survey also tells us as a school the top 3 requested sports by year group. As a school we try to provide these sports through PE lessons and after school clubs to meet with pupil demand.
- With the government's target of 40% of pupils to access 5 hours of PE and Sport per week by 2010/11, at present XX% of our pupils already access 5 hours. This data is recorded from the online sports database used to collect pupil's views and extra curricular activities.
- Our school has received both Healthy Schools Accreditation and Activemark for the last academic year.
- Lunchtime sports clubs are available every week, delivered through our trained sports leaders.
- The school runs an average of X after school clubs a week in a sports activity. Some sessions are run through the sports partnership in conjunction with a local accredited club. This provides the exit routes for pupils to continue playing outside of school in a community setting.
- We deliver the Golden Mile initiative at school, encouraging the less active pupils to walk

to be healthy.

- Through the online database, we can access names of pupils who are doing the least amount of activity. We can view activities they have requested and either provide them on school site or sign post them to community clubs.
- We promote and advertise all accredited clubs through posters on the PE notice board. (By being accredited, we know these clubs have been approved by their national governing bodies and the sessions are safe and child friendly.)
- Our schools runs a healthy week once a year, promoting healthy food and bringing in external coaches to deliver new activity.

A2.8 The extent to which pupils contribute to the school and wider community.

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

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- The Sports Leaders UK ‘Young Leaders Programme’ instils learner’s responsibilities and responsibilities of others than can be used throughout life. Through the sports partnership, our school trains XX sports leaders per year on a rolling programme.
- The Play leader training produces playground leaders who voluntarily deliver sessions to fellow pupils. Play leaders receive a play leader’s jacket/Cap which gives them a sense of ownership and responsibility. Play leaders become role models for other pupils within school.
- 19% of pupils in school volunteer in a sporting capacity either in school, in the community or both.
- 31% of our pupils from school play for a community club linked to school.
- 44% of pupils have represented their school through competing at sports festivals in the community, whether at other schools or at community club sites.

A2.10 The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being.

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

- Young Leaders Award is the first step to a career in sports coaching, whilst also helping to develop social skills. XX young leaders access this course every year at our school.
- School council has formulated a bid to purchase equipment for school.
- Through PE, lunchtime games, and after school clubs pupils develop skills such as working in teams, solving problems, organising activities and taking leadership roles.

A2.11 The extent of the pupils’ spiritual, moral, social and cultural development

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

- There is a willingness to participate in sporting opportunities, 44% of pupils represented our school in competition last year, with 20% of pupils competing regularly.

A3.1 The quality of teaching.

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

- **CPD in a range of sporting opportunities have been accessed free of charge through the sports partnership these include:**
 - **INSET training**
 - **Swimming NCTP Module 1 and 2**
 - **Outdoor Adventurous Activities**
 - **Developing Gifted and Talented Young People in PE**
 - **Funding your next PE and School Sport Project**
 - **Primary Athletics**
 - **Assessing Primary Progress and Attainment in PE**
 - **Primary Racquet Games**
 - **Gymnastics (Key Steps)**
 - **Sportsability and idea's for SEN inclusion in PE and school Sport**
 - **Primary Dance**
 - **Sports Emergency First Aid**
 - **High five Netball Course**
 - **Tri Golf**
 - **Golf Extreme**
- **Staff have received a half term mentoring support from the sports partnerships fully qualified community sports coach.**

A3.3 the extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.

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- **As a school, we consult with all pupils through an online questionnaire. Last year XXXX pupils out of XXXX (XX%) completed the questionnaire. This provides us with requests from pupils to allow us to tailor our PE and extra curricular sports clubs to meet the demand of pupils.**
- **The sports on offer through PE and extra curricular clubs has been extended to engage the large majority of students. We now provide 19 different activities at school ranging from team games and traditional activities to less traditional activities such as golf, Frisbee and cheerleading.**

- As a school we work in partnership with many organisations such as the School Sports Partnership who help meet pupil’s needs. For example, increasing opportunities for sport, competition, leadership training and linking with local community clubs.

A4.6 The effectiveness with which the school promotes equal opportunity and tackles discrimination.

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- All clubs delivered after school are open to all regardless of race, gender, ability etc.
- The sports database allows us to access the names of the pupils not accessing extra curricular sports clubs. This allows our staff to actively target these pupils, identify barriers and engage the target group in activity.

A4.8 The effectiveness with which the school promotes community cohesion.

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

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- Our school has links with 8 local accredited clubs, with some clubs running an after school club on school site. We attend many festivals at community club facilities and advertise all accredited clubs on our PE notice board.
- 31% of our pupils attend a community club linked to school.
- 19% of pupils volunteer in a sports capacity, within and outside of school.
- In relation to the governments 5 hour offer of physical activity per week we have XX% of pupils accessing 2 hours Physical activity per week within and beyond the curriculum. XX% accessing 3 hours, XX% accessing 4 hours and XX% accessing 5 hours. This is a testimony to how well the school promotes community cohesion.

A4.9 The effectiveness with which the school deploys resources to achieve value for money.

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

- **Our school contributes to the school sports partnership and in return received 12 days supply to further develop PE and school sport, Leadership training, access to community coaches, festivals and competitions to name but a few.**
- **Through the sports partnership we have secured funding from organisations such as Youth Sports Trust, Big Lottery Fund, Sportmatch, sponsorship, Sports Unlimited, and Awards for All.**
- **Professional development for PE through the sports partnership and PE consultant, funded through Sports Partnership.**