

Guidance Notes
for completing
PESS Self-Evaluation

April update 2009

Purpose

This document is intended to help schools complete their annual PESS Self Evaluation. It considers each key question of the Estyn inspection framework and its associated PESS self-evaluation questions in detail. By answering the PESS self-evaluation questions it is hoped that schools will be able to identify the strengths and areas for development of the physical education provision in their schools. From this information schools can establish priorities to include in their action plans that will raise standards in teaching and learning in physical education and statutory cluster transition plans. This process is specifically designed to aid the planning process in a PESS Development Centre. Rather than replacing existing self-evaluation systems this process is intended to 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 and local authority guidance.

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, 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 CDP - PE standards and Code of Practice. It is hoped by implementing these initiatives that 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 whereby strengths and areas for development are identified. The application form is aligned to the Estyn Framework based on the 7 key questions. The evaluation process produces a wealth of information that can 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 could 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 schools must make a decision about the status of these priorities within their own school development plans.

The guidance

For each key question the following aspects have been included:

- Estyn good practice

This information is taken directly from the Estyn inspection framework and identifies the elements that would be recognised in an inspection as good features.

- Where evidence may be found to support self-evaluation.

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

Key Question 1 - How well do learners achieve?

| Estyn Good Practice | Where evidence may be found |
|---|---|
| <p>Look for learners who can:</p> <ul style="list-style-type: none"> - acquire new knowledge and skills in each of the four areas of experience - make good progress in their learning - achieve learning outcomes - use and develop key learning skills - learn independently - identify their strengths and set targets for improvement - apply new knowledge and skills to new situations - respond positively to different challenges - work alone, in pairs and in small groups effectively - co-operate - respond positively - show the confidence to join in a variety of activities - work responsibly - solve problems - think and make decisions - set targets for improvement - are interested and motivated - understand what is expected of them - respect one another and the teacher - enjoy learning - behave well - experience success - ask relevant questions - use correct terminology - regularly bring appropriate kit and take part with interest and enthusiasm - show honesty and fairness - prepare for and know how to live a healthy and active lifestyle - take on different roles and responsibilities e.g. performer, observer, leader - Show sufficient strength, speed, stamina and suppleness to engage in a variety of different activities. | <ul style="list-style-type: none"> - Lesson observations, - Teacher assessments, - Pupil's self and peer assessment - Listening to learners. - Learners' evaluations, - Records of learners' progress and achievement, - Video clips of learners work/achievements. - Transition arrangements - Information/records passed to next teacher(s). - Learner satisfaction questionnaires - Information in teachers' registers - School development plan - PE development plan - Previous inspection reports |

Key Question 2 - How effective are teaching, training and assessment?

| Estyn Good Practice | Where evidence may be found |
|--|--|
| <p>Teachers who:</p> <ul style="list-style-type: none"> - create a positive and supportive atmosphere - cater for all learners - use quality demonstrations - establish safe routines - organise learners well - question learners to confirm their learning and challenge their understanding - set appropriate tasks - structure lessons consistently - give constructive feedback which promotes learning - set targets for improvement - are good role models - make links to previous learning - set high expectations for achievement and - promote improvement through intervention - 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 - manage classes effectively - respect learners - use a range of teaching styles - demonstrate good subject knowledge - set appropriate time limits for tasks - set high expectations for behaviour - share learning outcomes with learners - build on previous knowledge, skills and understanding - help learners to assess risks - 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 - set tasks that are stimulating and motivating - establish relationships that are clear and fair - plan learning thoroughly making links to the NCPE or examination syllabi - provide learners with equal opportunities - ensure all learners are catered for by encouraging full participation and success - assess, record and report progress - involve learners in assessing their own progress and setting their own targets - foster learner's thinking skills by focussing on evaluation and problem solving | <ul style="list-style-type: none"> - Schemes of work including lesson plans etc, - Lesson observation and evaluations - Discussions with learners including learner satisfaction questionnaires, - Assessment records including, learner records, video clips of learners work/achievements and learner profiles - Teachers CVs, - Professional development records, - Relevant policies e.g assessment for learning - School development plan - PE development plan - Previous inspection reports |

Key Question 3 - How well do learning experiences meet the needs and interests of learners and the wider community?

| Estyn Good Practice | Where evidence may be found |
|---|--|
| <p>Learning experiences which:</p> <ul style="list-style-type: none"> - provide adequate time for pupils to develop their knowledge skills and understanding - meet the needs of all learners - are sufficiently broad and balanced - 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 - are equally accessible to all learners - provide opportunities to obtain appropriate awards and qualifications - promote out-of-hours opportunities, including extra curricular activities and clubs, 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 - meet the requirements for Y Cwricwlwm Cymreig - provide opportunities for learners to adopt lifelong healthy activity habits | <ul style="list-style-type: none"> - Curriculum audits. - Timetables - Schemes of work - Learner profiles - Assessment information - PE policy documents - Transition policies - Award ceremony publicity material - Discussions with learners - OSHL timetable - OSHL publicity material - OSHL attendance registers - Discussions with community providers - Dragon Sport passports - Dragon Sport portfolio of evidence - Agreements with external providers - Evidence of the operation of Children's University - School development plan - PE development plan - Previous inspection reports |

Key Question 4 - How well are learners cared for, guided and supported?

| Estyn Good Practice | Where evidence may be found |
|---|--|
| <p>The school effectively supports individual needs through:</p> <ul style="list-style-type: none"> - teaching methods that are matched to needs - good use of LSAs to support learners - active inclusion of non participants in the learning - using appropriate activities for learners with specific needs - providing learners with equal access and opportunity to a range of learning experiences - using appropriate resources and equipment - challenging the able and talented - assessing learners needs <p>The school ensures the effectiveness of the learners health, safety and well being in P.E through:</p> <ul style="list-style-type: none"> - arrangements made for risk assessment in PE - engaging learners in physical activity on a regular basis - encouraging healthy eating in the school - 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 in the short and long term | <ul style="list-style-type: none"> - School policies - Equal Opportunities, Child Protection etc - Schemes of work - PE policy documents - Attendance registers - Learner profiles - IEPs - Discussions with learners, parents, carers, medical professionals - Discussions with LSAs - Learner questionnaires - Specialist resources and equipment - National Key Documents e.g. food and fitness, health - Pupil physical activity logs - School development plan - PE development plan - Previous inspection reports |

Key Question 5 - How effective are leadership and strategic management?

| Estyn Good Practice | Where evidence may be found |
|--|--|
| <p>Subject Leaders:</p> <ul style="list-style-type: none"> - give clear direction, promote high standards and a prominent profile for PE in the school - give a sense of purpose that promotes and sustains improvements - set high expectations for achievement, that are challenging and realistic, in partnership with the staff and others that they work with - 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 - take account of national priorities - 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 | <ul style="list-style-type: none"> - School self-evaluation document and action plans - School mission statement/prospectus - Schemes of work - Timetables - PE policy documents - Discussions with learners including learner questionnaires, staff, senior management team, parents, carers and governors - Resources and equipment capitation/allocation including staffing and accommodation - Teaching and learning responsibility points - Professional development records and procedures - School notice boards - School newsletter - School development plan - PE development plan - Previous inspection reports - |

Key Question 6 - How do leaders and managers evaluate and improve quality and standards?

| Estyn Good Practice | Where evidence may be found |
|--|---|
| <p>Subject Leaders:</p> <ul style="list-style-type: none"> - are well informed and use this information effectively - 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 - fully involve those involved in delivering and supporting PE in the self-evaluation process - set clear priorities and action to bring about improvement - seek adequate funding to ensure that priorities can be achieved - provide sufficient evidence to demonstrate that actions have resulted in desired and measurable improvements | <ul style="list-style-type: none"> - School development plans - Department development plans - Self-evaluation documentation - Inspection reports - Local authority reports - Agendas and minutes of staff meetings, DC meetings - School and department self-evaluation policies - Learner questionnaires - Assessment records - Discussion with learners, staff, senior management team, parents, governors |

Key Question 7 - How efficient are leaders and managers in using resources?

| Estyn Good Practice | Where evidence may be found |
|---|--|
| <p>Staff:</p> <ul style="list-style-type: none"> - delivering and supporting PE have the necessary qualifications and experience - ensure that all learners have access to appropriate learning resources that match the demands of their learning experiences - provides a suitable and safe environment for good teaching, learning and support for all learners - effectively manage and develop all staff delivering and supporting PE - match resources to the identified priorities for development - review the use of resources regularly in order 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 | <ul style="list-style-type: none"> - School policies and procedures - Timetables - CDP records - CPD budget - Notes of performance appraisal - Inclusion policies - Discussions with learners, staff, parents and carers - Schemes of work - Specialist resources and equipment - Equipment list - The learning environment - School development plan - PE development plan - Previous inspection report |