KS1 Quality Start

Guide on evidence required for validation visit.



ENDORSED BY THE FOLLOWING ORGANISATIONS

 ** 

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**Schools should ensure that they have evidence which supports their KS1 Quality Start self-assessment. This may be in paper form or electronic. Examples for each section are below.**

**ENGAGEMENT OF ALL PUPILS**

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|  | School has a plan in place to provide at least 90 minutes of timetabled PE per week. During this time children are taught to master the fundamental movement skills, participate in team games and perform dances. School also provides a KS1 Sports Day which is on the school calendar and accessed by all pupils. | Evidence   * Curriculum map * Timetable * School development plan * School calendar * Registers * Photos * Competition / Festivals write ups * Tracking system |
|  | In addition to above the school has a PE curriculum map in place. It engages 10% of students in extra-curricular sporting activity throughout the course of the year [For special schools 5%] |
|  | School provides at least 2 hours of a broad & balanced PE curriculum. The school has a curriculum map and some schemes of work. It engages at least 20% of students [10% for special schools] in extra-curricular physical activity throughout the course of the year. |
|  | In addition to above. The school has a curriculum map and schemes of work in place for all activities. The school engages at least 35% of students [15% for special schools] in extra-curricular sporting activity throughout the course of the year. At least 10% of a specific target group e.g. FSM, PP or SEND students should be engaged in extra-curricular physical activity. For example, if the school has 30 Pupil Premium students, at least 3 should participate in extra-curricular. |
|  | In addition to above, the school engages at least 45% of students [25% for special schools] in extra-curricular sporting activity throughout the course of the year. 20% of a specific target group [FSM, PP, SEND etc] should be engaged with extra-curricular physical activity. A Change 4 Life club [or equivalent] should be offered to help attract less active children. In addition, More Able & Talented children are also offered support to help develop their potential. |
| C:\Users\sfell\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\Quality start platinum plus 6 RGB (white BG).jpg | In addition to above, the school engages at least 65% of pupils [40% for special schools] in extra-curricular activity, and, throughout the course of the year has a Change 4 Life club [or equivalent] & offers More Able & Talented support. 25% of a specific target group [FSM, PP, SEND etc] should be engaged with extra-curricular activity.In addition, a broad & balanced curriculum is in place for Early Years with supporting materials. |
| C:\Users\sfell\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\Quality start platinum plus 7 RGB (white BG).jpg | In addition to the above the school uses a comprehensive monitoring and tracking system for all students. The system is effectively used as a tool to help enhance provision of PE, School Sport & Healthy Lifestyles for all students. |

**COMPETITION & FESTIVALS**

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|  | Schools provides a calendar which includes dates for a KS1 basic Sports day and at least 1 Intra school competition or festival per year [the intra school competition is not required for Special schools]. | Evidence   * Team sheets * School Website * Locality / Partnership website * Photographs * Festival / Competition reports      * Newsletters |
|  | In addition to above schools provide 2 Intra school competitions or festivals per year [1 for Special schools] and one inter school competition/festival. |
|  | The school PE calendar provides a KS1 Sports day which includes a range of activities and events. The school also offers 2 intra school competitions or festivals per year [1 for Special Schools] & enter 2 inter school competition/festival [1 for Special Schools] |
|  | In addition to above the school provides 3 intra school competitions / festivals per year [2 for Special Schools] & enter 3 inter school competitions/festivals [2 for Special Schools]. Children with physical, learning or sensory difficulties should be provided with opportunity of at least 1 Inclusion competition/festival. |
|  | The school provides a KS1 sports day which celebrates activities and skills learnt throughout the year. The school also provides 3 intra school competitions / festivals per year [2 for Special Schools] & enters 4 inter school competitions/festivals [2 for special schools].  Children with physical, learning or sensory difficulties should be provided with the opportunity of attending 2 Inclusion competition/festivals. |
| C:\Users\sfell\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\Quality start platinum plus 6 RGB (white BG).jpg | In addition to above; the school provides festivals for the following target groups;   * SEND pupils – at least 2 specific events * ‘Less Active’ Festival [C4L participants] – at least one event * Early Years Festival – for all children |

**PROFILE OF PE AND SCHOOL SPORT**

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|  | The school has a notice board specifically used for PE & SCHOOL SPORT [PESS] which reports on e.g. festivals, extra-curricular clubs & competitions. The Sports Premium information is clearly available on the school website. School celebrates sporting successes/opportunities in assemblies. | Evidence   * PE School Sport Policy / Development plan * Certificates/Awards e.g. Determination Award * Notice board [s] * School / partnership website * Face book – twitter feeds. * Newsletters and press reports. * Copies of reports to PE governor / Head Teacher * Feedback forms of CPD delivery * Photographs * Case Studies |
|  | In addition to above the PESS notice board is regularly updated and promotes healthy & active lifestyles. In addition, parents/carers are regularly informed of PE & Sporting opportunities via social media/website and newsletters. |
|  | In addition to above KS1 PESS is actively promoted via a website [either school or partnership], forms of social media, newsletter and the local press.  Schools promote the values of e.g. fairness and respect. The school has a PE plan in place. |
|  | In addition to above the school has created an award system based on values. PESS reports are given to the Head Teacher and the PE School Governor at least once a term. The school PE plan is regularly shared amongst colleagues. Sports awards and achievements are prominently displayed. |
|  | In addition to above reports are given to the Head Teacher and the PE School Governor on a regular basis.PE development plan is shared and reinforced amongst colleagues and PESS is used to drive whole school improvement. The School is part of a local Sports partnership/association which meets at least once a term. |
| C:\Users\sfell\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\Quality start platinum plus 6 RGB (white BG).jpg | In addition to the above schools should have achieved 3 from the following 4 options;   * Staff have a designated school kit for delivering lessons and accompanying children at events. * Delivery of a PE CPD session to colleagues * Presentation to wider audience at either PE conference or equivalent * School PE provision is used as a case study for outside agency e.g. ACTIVE SUSSEX |

**HEALTHY & ACTIVE LIFESTYLES**

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|  | Schools provide at least 30 minutes of physical activity each day through break times, PE, Extra- curricular clubs and active lessons as outlined in the governments National Obesity Strategy 2016 | Evidence   * PE & School Policy Development Plan * School Calendar * Newsletters * Photographs * Activity Cards * Designated box of equipment * Posters of healthy lunch boxes & lifestyles * Timetabled allocation * CPD Feedback forms * Proof of student engagement off site. |
|  | In addition to the above children should be encouraged to hydrate and have a healthy diet. Schools should also encourage children to protect themselves from the elements when participating in outdoor activity. |
|  | Schools should in addition to the above provide the opportunity of structured Active Play at lunch for at two lunch times per week with a designated adult / sports crew. For Special Schools Active Play at lunch times is encouraged. |
|  | In addition to the above the school promotes Healthy & Active lifestyles via challenges e.g. Skips / shuttle runs / eating 2 pieces of fruit per day. School promotes Active Travel e.g. walk, scoot or cycle to school. |
|  | In addition to the above schools organise structured Active Play for at least 3 times per week [Twice for Special Schools]. There should also be Change 4 Life club or equivalent for less active children. [ Not required for Special Schools] Schools organise a Healthy Schools week which encourages healthy and active lifestyles. |
| C:\Users\sfell\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\Quality start platinum plus 6 RGB (white BG).jpg | In addition to above the schools should provide at least 3 of the following options;   * ‘Play’ training for Lunch time supervisors / teaching assistants * Engagement of parents/carers to help ensure government recommendation of 60 active minutes is delivered * Have successfully used an Activity Heat Map to identify areas for improvement and have successfully implemented strategies for development. * School provides daily timetabled allocation for pupils to run/move for a sustained time. |

**WORKFORCE [SCHOOL STAFF & SPORTS COACHES]**

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|  | There is an allocated member of staff responsible for PE. The school has carried out a basic audit of competence and confidence in the teaching of High Quality [HQ] PE lessons which reveals varying levels of competence and confidence. | Evidence   * Lesson observations * Evidence of coaches Level 2 certificate * Minutes of PE locality meetings. * Certificates of attendance at CPD * Photographs of staff at CPD course |
|  | School uses audit as a development tool and provides support and training accordingly. |
|  | Staff who deliver PE are competent & confident and sessions delivered are generally of a good standard. Staff have access to PE CPD at least once a year, this can be team teaching, whole school staff CPD or attending an external training course. |
|  | Schools provide KS1 staff & coaches with at least 2 CPD opportunities for staff during the year. One of these has a focus on Inclusion sport & activities. |
|  | In addition to the above the school uses PE specialists/Sports Coaches to support & work alongside teachers during KS1 PE lessons. Formal monitoring & recording of PE lessons takes place at least twice a year and informs future training and development. |

**SPORTS LEADERSHIP**

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|  | Some children are given certain roles within PE sessions e.g. Warm Up leaders. For special schools’ children given responsibilities e.g. collecting cones. | Evidence   * Registers for ‘leaders’ & specific roles * Photos of students in action * Little Leaders programme or equivalent |
|  | In addition to the above at least 5% of children are involved in some form of leadership e.g. Captains of teams during intra & inter school competitions & events e.g. warm up leaders, equipment leaders or fair play leaders. |
|  | At least 10% of children involved in some form of leadership during lessons, intra & inter competitions and festivals e.g. Captains of teams during intra & inter school competitions & events e.g. warm up leaders, equipment leaders or fair play leaders. |
|  | As well as the above the School uses Sports Crew [or equivalent] from KS2 or leaders from local secondary/6th Colleges to assist with competitions and festivals on at least 3 occasions during the year. |
|  | In addition to above schools should have a designated leaders programme for KS1 pupils e.g. Little Leaders and for these children to have opportunities to lead at events during the year. |

**COMMUNITY LINKS**

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|  | Schools have a link with one community sports club/organisation within the local community for KS1 children. Club/organisation promoted via assemblies, notice boards & newsletters. | Evidence   * Information regarding activity on KS1 Sports Notice board * Data on who attends community club/organisation * Contacts of coach or secretary at club. |
|  | Schools have an active link with at least 2 community clubs/organisations [1 for special schools] and can evidence that the link has provided an exit route for some children. |
|  | Schools have an active link with at least 2 community clubs/organisations and can evidence that the link has provided exit route. School has a tracking system which demonstrates at least 25% KS1 children [5 % for special schools] are active participants of those clubs/ organisations. |