

Current status of self-review of Owston Park Primary's School P.E September 2025- July 2026

School Name		Owston Park Primary Academy		Name of Headteacher		Jo Semley	
School Address		Owston Park Primary Academy Lodge Road, Skellow, Doncaster, DN6 8PU		Headteacher Email		head@owstonpark.co.uk	
School Telephone Number		01302 722271					
	Gold		Silver		Bronze		Owston Perspective
Does your school have a vision for Physical Education and School Sport?	There is a clear vision statement included in school aims that recognises the value and impact of high quality Physical Education and School Sport.	√	There is a well written vision statement, adopted across the school and included in public documents that are available to parents		There is limited or no vision which identifies the potential for a whole school approach or recognises its value.		P.E policy/ vision currently exists reviewed spring 2016.
Does your school have strong leadership and management of Physical Education and School Sport?	There is a detailed Physical Education Development Plan with short and long term targets that enable all pupils to progress and achieve. The PE Coordinator is highly skilled and able to motivate staff. Staff regularly attend high quality PE CPD.	√	The PE co-ordinator is a skilled professional who has developed core provision and is supporting all staff. The Headteacher values Physical Education and School Sport and it is integral to school development.		There is an identified PE coordinator. The Headteacher understands the importance of Physical Education and School Sport.		Staff support has been incorporated into new P.E co-ordinator role. Development linked to OFSTED expectation.

Do you provide a broad, rich and engaging Physical Education curriculum?	The PE curriculum is diverse, providing pupils with the confidence to try new activities. There are opportunities for all pupils to develop their leadership, coaching and officiating skills. All pupils received two or more hours of high quality Physical Education each week.	√	The Physical Education curriculum is broad and balanced, going beyond the National Curriculum expectations. It is fun and delivered safely in a range of environments, which develops all physical skills and some leadership skills. All pupils receive two hours of PE.		The Physical Education curriculum covers the minimum National Curriculum expectations in a safe, yet limited range of environments, focusing main on developing pupil's physical skills. Pupils receive less than two hours PE.		Mr Johnston's CPD training in becoming a "Primary P.E specialist" has led to developments in his dance and Gym delivery thus enhancing the quality of provision and become established as part of Broader and better curriculum.
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How good is the teaching and learning of Physical Education in your school?	All staff are confident and competent in delivering high quality Physical Education and the quality of all lessons is good or outstanding. Teaching and learning styles are matched to lesson content and to encouraging all pupils to participate. All pupils make good progress. Assessment involves students fully and reports to parents clearly show progress.		Most staff are confident and competent to use a range of teaching and learning styles in Physical Education. Most lessons are good or outstanding. Majority of pupils make good progress and there is a good assessment process.	√	The confidence and competence of staff varies. A limited number of lessons are good or outstanding. Most pupils make some progress but assessment lacks rigour. There is limited reporting of progress to parents.		All staff to team teach with current "PE teacher" to develop individual's competence, confidence and support assessment of pupils.

Are you providing high quality outcomes for young people through Physical Education and School Sport?	All pupils are engaged, motivated and take some lead in high quality Physical Education lessons. They can demonstrate a significantly high level of understanding and skill.	✓	All pupils are engaged in PE and can demonstrate their level of understanding and skill. Behaviour is good across all PE lessons and they can co-operate well in collaborative and competitive situations.		Most pupils are engaged in Physical Education and can demonstrate their level of understanding and skill. The majority of behaviour is good and they are starting to make good healthy choices.		Lesson observations. Assessment for learning embedded in practice for CPD for staff.
Are you providing a rich, varied and inclusive school sport offer as extension of the curriculum?	All pupils are able to access a broad offer of school sport activities, as participants or as leaders. An extensive range of sports are available. This environment not only sees numerous young people represent the school, but also go on to join community clubs that the school links with.	✓	The school sport offer includes activities that cater for and appeal to all pupils. The programme enables pupils to utilise a range of skills and establish participation habits through clubs and competition.		Most pupils are able to access basic opportunities to take part in school sport through clubs and competitions. Through these opportunities the pupils learn about training and competition but leadership is not catered for.		Playground leaders Doncaster primary PE group membership inter / intra school competitions. Extracurricular clubs. School club links.
Are all pupils provided with a range of opportunities to be physically active and do they understand how	School has a clear physical activity policy, which incorporates Physical Education and School Sport but also associated informal activity such as break/lunchtimes and active travel.	✓	The school is committed to supporting every child to be physically active. Staff can identify target groups of pupils that are deemed less active and barriers to		Staff in school have the knowledge and understanding of the key behaviours of a healthy and active lifestyles. There is a programme of extra-curricular		Curricular links/ PSHCE / Science.
physical activity can help them to adopt a healthy and active lifestyle?	Consultation about activities takes place with students.		their participation are being addressed.		and informal opportunities that promote physical activity		

Do you have opportunities for all young people to be involved in competitive sport?	School is a member of the Doncaster Primary Physical Education Group and regularly attends competitions organised by the group. The school also accesses pyramid competition. The school delivers a range of different intra school competitions including a school sports day.	✓	School is a member of the Doncaster Primary Physical Education Group. The school accesses some pyramid competition and holds an annual school sports day.		The school is not a member of the Primary Physical Education Group. The school competes in no more than 2 competitions in the year. The school holds a school sports day.		Doncaster P.E group school games virtual (Y1/Y2). Sports days whole school (intra-spring event)
Do you have a website which demonstrates your opportunities and achievements in PE and school sport?	School uses their website as a way to demonstrate and celebrate success. The school shares results, pictures and feedback from students about Physical Education and School Sport. The school has a dedicated Physical Education section on their website.	✓	School uses their website to highlight school sports days and competitive opportunities. The school also uses that website to advertise after school clubs and local sports clubs.		The school has limited Physical Education information on their website and do not update it on a regular basis.		Website on going with producing photographs, reports and information about school P.E. Competitions, lesson delivery and any sporting event are reported on a half termly basis.
Do you analyse the PE and sport offer within your school to measure impact and benchmark your school offer?	School has a set framework in place to monitor and measure the quality and impact of Physical Education and School Sport. This could include; surveys, consultation, lesson observation, kitemark applications and planning	✓	Schools measure impact in a number of ways including surveys, consultation, lesson observation, kitemark applications and planning. This is done on an ad hoc basis to inform further development.		The school do not actively measure impact of Physical Education. The only way this is done is through lesson observations.		SSS has been collated previously- intention to revive lesson objectives. Pupil voice Student council Questionnaires