

How we at PEG meet each expectation

Following on from the excellent piece from our Education Advisor, Yvonne Gandy, in the last school newsletter, we have created our very own 'Audit Wheel' for schools to access for free, to measure and review the impact of their own PE and School Sport, whether that's delivered with / by an external provider or by their own staff. We hope you find it useful and it can help you to shape your school improvement plan for next year whilst also creating new and exciting opportunities for all pupils in your school.

Below is a table to explain How and what we at PEG do to ensure we meet each criteria of the six headline areas from the report 'Education Excellence, Everywhere'.

We use this, along with the feedback from our national school review survey, as a checklist to ensure we are delivering the best possible opportunities for every child that we work with.

Vision - Your PESS vision for education excellence everywhere

Does your current provider support your vision for the school and each child, as well as PESS?

At PEG we sit down and complete a bespoke 'Impact Plan' with each school to fit exactly with their individual needs and school improvement plan. This is what our provision is measured against each term.

Does your provider articulate what they can contribute to the school's children, staff, culture and curriculum?

We have three formal termly reviews with school leaders and regular update meetings with subject leaders. Each term we review the impact of our provision and set action plans accordingly for the following term.

Does your provider listen to what the school and its children are about, need or focus on for themselves and their products, programmes and packages?

We find out exactly what the needs of the schools are before matching those needs with suitable products to maximise the impact we can have. We annually complete feedback questionnaires for school leaders and 'pupil voice' feedback questionnaires where requested.

Teaching/Coaching - Your quality of great teaching and coaching

Does your current provider have a clear and agreed partnership which is underpinned by the school's vision not theirs?

At the outset of any partnership with a school, we agree a 'joint delivery statement' to emphasise the collaborative approach to ensure that we are fully supporting the school vision.

Does your provider deploy their professionals/coaches within/across a number of schools where they are needed and are they able to consistently commit to experienced, trained staff supporting each school?

We have many support programmes to enrich the provision of all schools from an individual school to a cluster of schools working together. We have a stringent recruitment to deployment process and an ongoing Quality Improvement model which consists of several formal observations and assessments per Activity Professional per year. All Activity Professionals work to a set of minimum operating standards governed centrally and all work to the PESS level 3 qualification as standard. Our staff are qualified to deliver all topics to ensure a consistent approach for schools and their children, enabling them to get to know the ethos of each school and ability levels of each child.

Is it clear what expertise, experience and qualifications your provider contributes to children's learning and staff development?

All partner schools have exclusive access to our bespoke online portal where they can access long, medium and short term planning for every lesson plus track pupil progress and engagement levels all year round.

Leadership - Great leaders at the heart of our system

Is your current provider supported by a national infrastructure and standards, with local leaders and succession embedded so schools can be secure they get the right people at the right time?

At PEG we have a sound, national infrastructure which is headed up by our Educational Advisor, Yvonne Gandy and National Quality Control Managers. We are also members of UKactive kids and work with various internal and external specialists in various topics. Our bespoke online management system and Compliance department monitors qualifications, insurance and certification of all staff and our extensive field support team help to ensure that the programmes delivered to children are current and fit for purpose.

Are your current provider's lead officers trained and prepared to support strategic implementation of PESS within your school's curriculum?

We have an extensive CPD programme linked directly to our Core Values and ensure that every member of staff access regular CPD, from weekly meetings to external moderations from qualified Ofsted inspectors. We attend regular national industry update meetings with key stakeholders and disseminate the learnings quickly to our staff and partner schools via newsletters and network meetings.

Do the provider's leaders work flexibly with school/academy leaders to create best-fit models of provision that raise standards?

Using our 'provision impact' table we provide a bespoke impact plan for each school to raise standards and measure the specific impact of our provision rather than setting a generic programme.

Collaboration and partnership - A school led system – Greater collaboration to drive up standards

Does the provider have the capacity and ability to deploy staff, with the relevant expertise, across a number of schools/academies?

Our recruitment process means we have a steady flow of fit for purpose Activity Professionals ready to support schools. Currently we employ over 1000 Activity Professionals nationally and all have to meet our stringent minimum operating standards, averaging over 30 hours of training and support, before being ready for deployment.

Is the provider able to illustrate clearly other effective practice and engage parents to support their children's learning?

We support schools locally to create and build partnerships with local community clubs, plus we offer our 'Inspire to Engage' holiday programme to support the development of social as well as physical skills. Our Activity Professionals liaise with parents and, via our bespoke school portal, have the ability to produce individual end of term/year pupil reports. Parents, once registered, also have access to their own 'family portal' where they can track all bookings and PEG courses available to them and their children.

Does the provider demonstrate awareness of the education landscape and can clearly promote the school and its increased collaboration to ensure a world class PESS provision for each school within the collaborative?

Our Education Advisor works closely behind the scenes on a daily basis with our strategic leads to develop leading programmes and ensure that our delivery is fit for purpose and relevant at all times in this fast-changing educational landscape.

Setting high expectations and a world-class curriculum for all – a curriculum for the 21st century.

Does your current PESS provider offer capable support for 'in school' staff and a relevant curriculum for children to learn?

We work in collaboration with school staff to ensure that we are enriching the provision and supporting staff with all aspects of PESS, especially the administrative side which can be time consuming. We provide percentage-based impact data to help quickly target areas of intervention/support to ensure that all pupils make progress.

Does your current provider monitor, track and identify critical intervention of children so that progress and achievement is recognised?

As above. This is monitored via the bespoke online school portal and reported on weekly by the Activity Professionals deployed in schools.

Does your provider offer the right help and support/additional capacity to challenge and support children of differing abilities?

Our bespoke online planning framework uses the STEP model to differentiate activities to appropriately challenge children with varying abilities. Our use of a planning framework as opposed to a standard scheme of work ensures that Activity Professionals plan for each lesson based on the 'outcome' of the last lesson, rather than the next sequence in a scheme of work.

Accountability - Far stretching accountability, ambitious for every child.

Does your provider have processes, protocols and procedures in place, aligned to the quality and standard expected for provision.

We pride ourselves on our Quality Improvement model, where each and every Activity Professional must undergo a minimum of three formal observations each academic year. We have a clear intervention process for areas of improvement and work collaboratively with school leaders to carry out joint observations where possible. Our Internal Moderators work regionally to ensure the assessment levels are accurate and our External Verifier works collaboratively with our National Quality Control Officer to validate the whole process and set national intervention processes where appropriate to ensure that we are continually improving our quality.

Are these accountability measures checked and monitored together with the school/academy leader and agreed procedures in place tracked to school policy?

Observation outcomes are shared with the school leaders and any interventions required are agreed. Where possible, the school leaders will carry out a joint observation with our local lead so that they too are observing the quality of teaching against their own school values and assessment criteria. All pupil assessments are made and discussed with class teachers to ensure outstanding, consistent communication.

Does your provider have examples/evidence of their impact, both nationally and locally and how this has contributed to children, their PESS learning and participation in after school sport?

Yes, each school has access to their own bespoke portal which demonstrates the impact of the provision and engagement levels of the pupils. All the individual pupil and class evidence is collated via the portal and is reported via a one-page school overview dashboard. School leaders and teachers can drill down into the report as they wish.