

Consider when writing your plan... • Quality of Provision • Curriculum design, coverage, appropriateness • Curriculum delivery, teaching and assessment, • Parental engagement • Attainment, Progress, Basic skills • Personal Development • Leadership and Management • Key stage markers and end points • Intervention and provision for lowest 20%		Priority Targets from the School Development Plan: • Design learning tasks with precision and clarity to enable the systematic delivery of sequenced knowledge, promoting both recall and independent learning, while allowing for timely correction and intervention. Enable thoughtful opportunities for the recording and retrieval of knowledge. • Embed high levels of oracy as a cross-curricular thread, ensuring purposeful opportunities for spoken language development across all subjects to enhance communication skills and pupil confidence. • Embed adaptive teaching strategies, both during planning and at the point of delivery, to meet the diverse needs of all learners. • Challenge for the most able – evidence in planning and discussion • Strengthen the accuracy and consistency of teacher assessment across all subjects by refining and standardising assessment criteria to ensure accuracy, consistency, and inform effective teaching • Review and update subject-specific curriculum documentation, ensuring clarity of intent, implementation, and impact for each subject area. • Support for ECT's • Stakeholder feedback			
Objectives	Actions (Processes)	Success criteria (Outcomes)	Monitoring arrangements (Outputs)	Time line	£
Priority Target 1 Design learning tasks with precision and clarity to enable the systematic delivery of sequenced knowledge, promoting both recall and independent learning, while allowing for timely correction and intervention. Enable thoughtful opportunities for the recording and retrieval of knowledge.					
Strengthen curriculum delivery through effective sequencing, retrieval and independent learning.	Plan learning in a clear sequence using curriculum maps. • Review and refine curriculum sequencing across all year groups to ensure clear progression in knowledge, skills, tactics and physical development. Use retrieval activities to revisit prior learning during warm ups and starters • Match tasks closely to learning objectives. • Develop independence through demonstrations and continuous feedback as children are working	Learning builds on prior knowledge. • Pupils recall key knowledge and skills confidently. Transferable skills are evident within lessons building on a strong foundation of Fundamental skills • Tasks support intended outcomes. • Pupils show increasing independence. • Misconceptions are addressed promptly. • Skills show progression over time	Learning walks and lesson observations/drop ins • Planning scrutiny. • Pupil voice. • Assessment data reviews. • CPD impact evaluation.	Ongoing	

	• Provide timely feedback to address misconceptions. Point out good examples and what they are doing successfully • Build in regular opportunities for pupils to make decisions about tactics, training methods and adaptations to activities rather than relying solely on teacher direction				
Priority Target 2 Embed oracy as a cross-curricular thread, ensuring purposeful opportunities for spoken language development across all subjects to enhance communication skills and pupil confidence.					
Develop pupils' oracy skills across the curriculum.	Embed structured talk activities in lessons – Through peer evaluation and feedback. • Teach and model subject-specific vocabulary. • Plan opportunities for performance, discussion and feedback. Develop pupils' ability to evaluate and articulate performance, using sentence stems such as "A strength of my performance was..." and "To improve, I need to...". • Celebrate pupil voice and speaking opportunities. • Share effective practice through CPD.	Pupils speak confidently and use subject vocabulary accurately. • Oracy is evident across subjects. • Pupils participate actively in performance evaluations and feedback to peers during lessons. • Confidence, listening and turn-taking improve.	Learning walks and lesson observations. • Planning scrutiny. • Pupil voice. • Staff reflections and CPD reviews.	Ongoing	
Priority Target 3 Continue to refine adaptive teaching strategies, both during planning and at the point of delivery, to meet the diverse needs of all learners.					
Strengthen adaptive teaching to meet the needs of all learners.	Provide appropriate support, scaffolds and challenge using the STEPS approach to adaptation • Use adaptive resources and flexible grouping. • Adapt teaching through effective questioning and assessment. • Share good practice through CPD and collaboration. • Maintain high expectations and promote independence.	Lessons show effective adaptation and challenge. • Pupils access learning and make good progress. • SEND, EAL and disadvantaged pupils achieve well. • Pupils feel supported and challenged. • Teachers confidently adapt learning to meet needs.	Learning walks and lesson observations. • Planning. • Pupil voice. • Assessment and progress data. • Monitoring of vulnerable groups. • CPD impact reviews.		

	Use assessment, SEND/EAL profiles and pupil voice to inform planning. Provide inter and intra school competition for all pupils.				
Priority Target 4 To ensure the most able learners, including middle-attaining pupils with Greater Depth potential, are consistently challenged through adaptive teaching, effective questioning, rich learning experiences and opportunities for independent research, critical thinking and self-directed learning.					
Increase challenge and attainment for the most able pupils and those with the potential to achieve Greater Depth Standard (GDS).	Create a targeted "potential GDS" register and review termly. • Build stretch and challenge into every PE lesson through differentiated tasks, questioning and performance expectations. Provide more complex tactical and problem-solving activities that require pupils to make independent decisions under pressure, • Give pupils opportunities to lead and coach, developing leadership and decision-making skills. • Ensure middle-attaining pupils capable of achieving GDS are regularly identified, monitored and challenged appropriately. • Increased proportion of pupils working at and achieving Greater Depth standards.	Identified potential GDS pupils make accelerated progress towards end-of-year expectations. • Pupils demonstrate increased independence, resilience and ownership of learning. • Lesson observations show consistent evidence of challenge for higher-attaining pupils. • Pupils can explain, justify and reason about their learning with confidence. • Teachers routinely adapt questioning and learning activities to deepen thinking and extend learning.	Pupil progress meetings. • Pupil voice. • Learning walks and lesson observations. • Monitoring of identified potential GDS pupils' attainment and progress. Pupil Progress meetings		
Priority Target 5 Strengthen and evaluate the PE enrichment offer to maintain/ increase participation, respond to pupil needs and ensure provision is informed by benchmarking.					
To strengthen and evaluate the PE enrichment offer so that pupils have increased opportunities to participate in a diverse, inclusive and engaging range of physical activities	• Use GetSET4PE tracking tool to track the current PE enrichment offer, including clubs, fixtures, competitions and participation across year groups. • Identify gaps in provision and participation, particularly among less-active pupils and groups currently underrepresented. • Maintain and expand a broad programme of extracurricular clubs, competitions and fixtures,	• Pupils actively choosing to attend PE clubs and enrichment activities. • Maintain participation across different groups, including pupils who are less active or less confident. • Pupils showing greater confidence and enjoyment when participating in physical activity. • Pupils demonstrating improved sporting skills, knowledge and tactical understanding.	All pupils attending clubs to be inputted into GetSET4PE tracker a monitored each term		

that respond to their needs and interests..	linked to pupil interests and curriculum opportunities. • Gather pupil voice informal feedback to evaluate the relevance and accessibility of provision. • Use participation data on GETSET4PE to monitor engagement and identify barriers to pupils accessing enrichment opportunities. • Introduce targeted activities or for less-confident pupils and those WTS.	• Pupils representing the school in a wide range of competitions and fixtures. • Pupils demonstrating positive attitudes, teamwork, resilience and sportsmanship. • Pupils being able to talk confidently about their PE experiences and explain how enrichment has helped them develop. • Pupils are transferring skills and positive habits from enrichment into curriculum PE and wider physical activity.			
Priority Target 6 Improve the range, accessibility and use of playground equipment to increase pupils' physical activity, engagement and enjoyment during unstructured time.					
Increase pupils' participation in active play during unstructured times by providing a wider range of accessible playground equipment, introducing structured opportunities for equipment use.	• Gather pupil voice to identify equipment and activities pupils would like to use. • Purchase a varied range of age-appropriate and inclusive equipment that encourages active play, cooperation and skill development. • Establish clear storage and access routines so equipment is readily available and returned safely. • Use structured playground activity zones or activity stations to encourage a wider range of physical activities. • Use Health Champions to support equipment distribution and maintenance • Sports coach to support structured intra-school competition during lunchtimes • Ensure equipment and activities are inclusive and accessible for pupils	• New equipment is regularly accessed and used appropriately. • Increased numbers of pupils are actively engaged during break and lunchtime. • Pupils demonstrate greater variety in physical activity and play. • Pupils report increased enjoyment and choice during unstructured time. • Equipment is well maintained, safely stored and consistently available. • Participation data and pupil voice demonstrate a positive impact on physical activity levels.	Equipment monitored and regular audits Pupil voice		

	of different abilities and interests.				
Priority Target 7 Maintain a strong programme of inter- and intra-school competition and continue to maintain the criteria for Platinum School Games recognition.					
To sustain and further develop a strong programme of inter- and intra-school competition, providing inclusive opportunities for pupils to participate, develop their skills and demonstrate positive sporting values, while continuing to meet the criteria for Platinum School Games recognition.	• Pay into and take part on competitions organised by the North Sefton Partnership, following the School Games format • Ensure regular opportunities for pupils to participate in both inter-school and intra-school competitions, through league Netball, football and girls football tournaments. • Track participation, using GetSet4PE to ensure opportunities are available to a wide range of pupils, not only the most experienced performers. Enter Celebrate, inspire and aspire competitions and festivals. • Gather pupil and staff feedback after competitions to evaluate enjoyment, accessibility and impact. • Review progress against Platinum School Games criteria throughout the year and address any identified gaps. • Celebrate participation and achievement	• Inter- and intra-school competition maintained or increased across the academic year. • A broad range of pupils participate in competitive opportunities. • Participation data demonstrates strong engagement across year groups and abilities. • Competition and participation records provide clear evidence against Platinum School Games criteria. • The school continues to meet the requirements for Platinum School Games recognition. • Achievements and participation are celebrated and recorded	Monitor and evaluate GetSet4PE tracking Pupil voice		