

Section 1: High quality physical education

Hide

1. Physical education

| | Emerging practice | Secure practice | Excellent practice | |
|---|-----------------------|-----------------------|----------------------------------|-------|
| a. A rich, progressive PE curriculum experience, annually reviewed, that challenges and engages all young people | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | clear |
| b. An innovative curriculum design ensures that all of our young people are included and can develop and enhance their learning appropriately | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | clear |
| c. Appropriate opportunities are provided for all of our young people to acquire, progress and deploy their skills in leading, officiating and coaching in PE | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | clear |
| d. Sufficient, regular time is given to physical education in order to maximise young people's learning | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | clear |
| e. Through the PE curriculum our young people experience and learn about PE and sport provision for their peers with SEND | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | clear |

2. Leadership and management of PE

| | Emerging practice | Secure practice | Excellent practice | |
|--|-----------------------|-----------------------|----------------------------------|-------|
| a. Teaching and learning in PE lessons is of a high quality across the age range and in all settings | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | clear |
| b. Strong, distributed leadership and a shared vision is evident in PE | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | clear |
| c. Regular and robust self-review and planning systems are in place to drive improvement in PE | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | clear |
| d. All professionals involved in the delivery of PE receive regular and appropriate professional development | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | clear |
| e. A range of young people actively contribute to improving the quality of PE in the school | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | clear |

3. Physical education outcomes for young people

| | Emerging practice | Secure practice | Excellent practice | |
|--|-----------------------|-----------------------|----------------------------------|-------|
| a. Our young people clearly enjoy and value PE | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | clear |
| b. Our young people have high aspirations for their achievement in PE and show determination to achieve them | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | clear |
| c. Our young people improve their physical, social, emotional health and well-being through PE | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | clear |
| d. Our pupils have a wide range of skills and techniques in PE that they can apply with accuracy and control | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | clear |
| e. Our young people understand and demonstrate specific values and life skills learned in PE | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | clear |
| f. Our young people have the confidence to get involved and are committed to PE and school sport | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | clear |

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Introduction

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Section 1: High quality physical education

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Section 2: High quality school sport

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This section enables you to indicate the level you have achieved in completing the School Games Kitemark.

You can learn more about the School Games Kitemark on the [School Games website](#).

1. Our school has been awarded a School Games Kitemark

N/A Bronze Silver Gold

- a. Please select which School Games Kitemark you have been awarded. If you have not been awarded a Kitemark please select N/A.

clear

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Section 3: Using high quality PE and school sport as a catalyst for learning

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1. Learning in the curriculum

- | | Emerging practice | Secure practice | Excellent practice | |
|---|-----------------------|-----------------------|----------------------------------|-------|
| a. PE and sport are used to improve achievement for targeted young people in other curriculum subjects | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | clear |
| b. PE and sport are used to improve achievement in targeted curriculum subjects or in cross-curricular learning | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | clear |
| c. Local, national and international sporting events are used as a context for learning | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | clear |

2. Improving school priorities

- | | Emerging practice | Secure practice | Excellent practice | |
|---|-----------------------|-----------------------|----------------------------------|-------|
| a. PE and sport are used to improve the aspirations, behaviour and/or attendance of targeted groups of young people | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | clear |
| b. PE and sport are used to improve the physical and/or mental health and well-being of targeted groups of young people | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | clear |
| c. PE and sport are used to develop generic leadership skills and qualities in young people | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | clear |
| d. The values of PE and sport contribute to a positive school ethos | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | clear |
| e. Successful practice and innovations in PE are used to support school improvement strategies | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | clear |

3. Engaging the school's community

- | | Emerging practice | Secure practice | Excellent practice | |
|---|-----------------------|-----------------------|----------------------------------|-------|
| a. Members of the school's local community are engaged in the life of the school through PE and sport | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | clear |
| b. Young people and/or staff play an active role out in the community | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | clear |
| c. PE and sport are used to foster and develop positive relationships with other schools and young people in different contexts, whether locally, nationally or internationally | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | clear |

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Evidence:

- 1a/b – Culture & Creativity days; ICT across the curriculum days; Reading Stars and Tranmere Playing for Success, Athletics, aurasma/i-pads, Olympic art.
- 1c – Rugby League World Cup; Commonwealth Games, London 2012, Football World Cup, The Open on Wirral (Junior Supervisors).
- 2a/b – Sky Living for Sport programme (Rik Waddon). Beat the Street.
- 2c/d/e – PE Change Teams; Legacy Leaders; Young Inclusion Ambassadors, PE contributes to Eco Schools Award, International Schools Award, Arts Mark Gold Award.
- 3a/b/c – Project Ability Lead School, DOS DC for YST, Legacy Leaders Grant, SOGB Grant, Wheelchair Sport Hub Grant, Hub for 9 primaries through PE Premium, Hub for SEN on Wirral.

Partner School status

Clare Mount Specialist Sports College

Congratulations! You have achieved gold Youth Sport Trust Partner School award (subject to validation).

An email has been sent to our team at the Youth Sport Trust and we will contact you shortly to arrange a validation visit.

Once your award has been confirmed you will be able to unlock the gold Partner School logo – this will be available, along with a set of logo guidelines, from your ['My Membership'](#) area.

And, to help you to continually improve and develop we have identified resources and support for you. You can access these resources now by clicking [here](#), or at any other time by clicking on the Partner School status button in your 'My resources' area on the home page (this is the same button you clicked on to start your self-review!).

