Section 4 – Audit Tool (continued)
Audit Guidance

This audit tool has been designed to support schools to evaluate the quality and impact of PESSPA provision.

This tool could be used in a number of different ways and some examples of this are listed below.

- Internal desktop review - school leaders and/or governance leaders may wish to use this audit to provide an overview of Physical Education, school sport and physical activity based on existing sources of evidence and knowledge.

- Internal review trail – subject leader (potentially supported by other leaders) may wish to use this audit as a framework for a review trail within school, using some of the sources of evidence below to inform judgements against the statement descriptors and identify next steps for the school.

- Peer Review – subject or school leaders may wish to use this audit alongside colleagues from other schools. Using a common framework and similar sources of evidence will provide enhanced opportunities for professional dialogue. A programme of peer reviews fo this type across a group of schools can be used to identify strong practice as well as identify areas for improvement for individual schools or groups.

- External Review – subject or school leaders may wish to use this audit alongside external colleagues in order to benefit from their additional expertise. External colleagues who have the opportunity to work with multiple schools can provide judgements which are more 'bench-marked' and are more likely to be able to suggest improvements from their experience of other schools.

A number of different sources of evidence can be used to inform the judgements made by school leaders about the statements and descriptors. These may include:

- Pupil voice through talking to pupils or using pupil questionnaires (including attitudinal information).

- Observations from lessons observations or school walks (including collecting evidence relating to the use of physical activity as a teaching tool).

- Observations from learning walks (including displays and the school environment).

- Staff perspectives gathered through discussion or using questionnaires.

- Parent and carer voice gathered through discussion or using questionnaires.

- Available or collected data (for example relating to National Curriculum requirements, School Sport participation, staff training records or engagement with extra-curricular opportunities) and contextual data (including attendance and protected characteristics data).

- Review of (subject or school) action plans and budget tracking (for example linked to the website reporting tool evidencing the impact of primary PE and Sports Premium).

- Analysis of timetables or other records (including meeting minutes).

- School communications (including the website and other communication tools).

In completing the audit, school leaders may wish to identify and consider key review questions and having completed the audit, school leaders may wish to consider key reflection questions. The Sheffield PESSPA Alliance intend to develop case study examples of how the audit tool has been used to support colleagues in planning their own activities.

We would also ask Sheffield schools to consider and support the research programme that has been developed to review the impact of this tool and inform the future development of resources and activities within the city. You can support the research programme by:

- Sharing your completed audit with us – which will enable us to build a picture of city provision, strengths and areas of need.

- Providing feedback on the audit tool – including examples and case studies that can be shared.

- Supporting colleagues through the use of peer review and professional dialogue to enhance the feedback that can be provided.

- Volunteering to support the research programme outlined below.

Section 5 – Research Programme

It is the view of the stakeholders involved in the development of the toolkit that we need to evidence the impact of the work we do to inform future work and collaborations. In order to complete this, Move More, Sheffield Hallam University and Learn Sheffield have teamed up to research and evaluate the toolkit.

Utilising formative evaluation techniques to understanding in the process of the tool creation, process evaluation to gain an insight into how the tool is used, impact evaluation to understand the impact of the tool on school pupils and staff, and finally, research the wider themes of implementation and impact of the project will inform learning and future work.