

The Merton PE & School Sport Mark - 2025/26

Guidance Document - Version 15.0.5.26

This guidance document provides a paper based version of all questions, scoring and advice from the Merton PE & School Sports Mark award. It is intended to give PE Cos a place to make notes and reference or work on any questions whilst away from the online version.

****Please note, we are still working on some templates and links for this document which we will update and reshare as soon as we can.***

Introduction

Thank you for everything you do to support high-quality PE, school sport and physical activity in your school. This assessment is not just an award – it is a helpful tool designed to recognise your hard work and support continued improvement for the students within your school and young people across our local community.

Why Your Input Matters

For Your School

Completing this framework gives you a clear picture of your PE, School Sport and Physical Activity (PESSPA) provision. It helps you:

- celebrate what is working well
- identify areas you may want to develop further
- gather useful evidence for governors, the PE and Sport Premium, and Ofsted

For the Merton School Sport Partnership (MSSP):

Your responses help us understand what is happening across schools in the borough. This wider picture allows us to:

- plan relevant support and training
- target resources where they are most needed
- make a stronger case for funding and support on behalf of schools

Accuracy and Timelines

Your answers help shape real support and opportunities for schools, so please complete the assessment as honestly and accurately as possible. Please make sure your form is submitted by the stated deadline. After this date, the course will close and you will no longer be able to submit your responses.

DEADLINE FOR SUBMISSION – Friday 3rd July 2026

Before you get started

Before you set aside time to begin the Merton PE and School Sport Mark, it is important to gather some key information about your school population.

Without this data, you will not be able to complete the first section of the assessment.

What you need to do first

- Click **here** to download the Excel sheet you will need to complete using your pupil registration data. This information is anonymous.
- The required data should be available to schools through management information systems such as SIMs.

Completing the assessment

Once you have completed the **School Information** section, there are **eight further sections** to complete as part of the assessment.

- You do **not** need to complete the sections in a set order.
- You can leave sections and return to them later if you do not yet have all the information you need.
- Your progress will be saved as you go.
- If you haven't been able to score in full for each question, please do not worry. This is an improvement tool, we wouldn't expect all schools to achieve 100%.
- If you are finding it all a bit much please let one of our team know, we can talk through it with you.

Scoring and awards

- If you score 80pts + overall, you will achieve a Gold Award.
- If this is your fourth consecutive year achieving Gold, your school will be considered for a Platinum Award.
- Thresholds to achieve Silver 65pts + and Bronze 50pt + awards are also built into the system. Please be aware that we plan to review the scoring thresholds for next year, based on analysis of the data collated this year across all Merton schools.
- If a section has not yet reached Bronze level, its status will show as 'Participating'.

Important to note

- There are a small number of mandatory questions that must be answered before the assessment can be submitted. These are indicated by a small red asterisk.
- There are also some key questions that require full marks in order to achieve Gold for the relevant section. These are indicated by a small gold star.

S1 Q2. Do you provide at least 2 hours (or 2 lessons) of PE per week for all students in years 1-2?

S1 Q2a. Are these on separate days?

S1 Q3. Do you provide at least 2 hours (or 2 lessons) of PE per week for all students in years 3-4?

S1 Q3a. Are these on separate days?

S1 Q4. Do you provide at least 2 hours (or 2 lessons) of PE per week for all students in years 5-6?

S1 Q4a. Are these on separate days?

(If you answer 'No' to the PE on separate days questions above (2a, 3a & 4a), you would need to evidence how every child is active for at least 30mins per day and why it benefits them to have 2 lessons on one day.)

S2 Q1. Has the PE Coordinator/Lead completed at least 18 hours of subject-specific training this academic year, including attendance at both MSSP conferences?

S2 Q2. Has the PE Coordinator been observed by SLT and/or MSSP within the last 24 months?

- We believe that any **Gold** standard provision must include these elements as non-negotiables, as they represent the core foundations of high-quality PE, school sport and physical activity.
- Some questions are '**non scoring**' - we are collecting valuable data across the borough to help shape the future of PESSPA, we appreciate your support by completing these. The points scoring box will remain grey on questions that are non-scoring, even when the data has been added.

Completing the assessment

You are welcome to dip in and out at times that fit around your teaching and school timetable.

As you move on from each section, you will be able to see how you have scored so far. At the end of the assessment, the **Assessment Review & Scoring** section will also give you an indication of what you could do to improve your score and further strengthen your PESSPA offer.

Declaration

By completing this form, I confirm that:

- I have permission to submit this on behalf of my school
- I understand that data will be stored and shared with MSSP, PE Scholar, and the London Borough of Merton
- I understand that individual school data will remain confidential and will not be publicly shared
- I agree that aggregated data (cluster, ward, borough) may be used to support planning, reduce inequalities, and evidence need for funding and resources
- I recognise that all content is the intellectual property of MSSP and will not share, copy, sell, or distribute it outside my school
- I understand this tool is for school self-review and improvement

Sections

All sections must add up to a total maximum score of 100 points.

- [School Information](#)
- [Section 1: PE Curriculum: 14pts](#)
- [Section 2: Developing Teaching and the PE Workforce: 13.25pts](#)
- [Section 3: Physical Activity: 11pts](#)
- [Section 4: School Ethos and Environment: 14.25pts](#)
- [Section 5: Enrichment and Community Links: 15.25pts](#)
- [Section 6: Competition and Performance: 16pts](#)
- [Section 7: Sports Leaders and Pupil Voice: 10pts](#)
- [Section 8: Swimming and Water Safety: 6.25pts](#)
- [Summary](#)

Introduction Data Collection – School information

This section contains mandatory data collection questions that are used to calculate scores/grading later in Sports Mark assessment. Please ensure you complete all fields and questions about your school, PE department and PE coordinators.

School Pupil Numbers

Input the Total pupils, Boys, Girls, SEND, Global Majority, Pupil Premium.

This [article](#) from the Independent may help explain the use of the term Global Majority within our framework:

'The term Global Majority refers to people of African, Asian, Indigenous, Latin American, or mixed-heritage backgrounds, who constitute approximately 85 percent of the global population. It is used as an alternative to terms that are seen as racialised, such as "ethnic minority" and "person of colour" (POC), or more regional terms, including "visible minority" in Canada and "Black, Asian and Minority Ethnic" (BAME) in the United Kingdom. The term was used as early as 2003 as a way to challenge the normativity of a white majority or Eurocentric perspective. Its proponents argue that such terms marginalise the skills, ways of thinking, and lived experiences of those from African, Asian, Indigenous, Latin American, or mixed-heritage backgrounds. The term is seen as a way to decolonise language and push back against racism, and the notion that people of non-white ethnicities are inferior.'

In simple terms for schools:

*Using Global Majority is about **moving away from deficit-based labels** and towards language that:*

- *Recognises global context*
- *Values diversity*
- *Promotes equity and inclusion*

Year Group	Total Pupils	Boys	Girls	SEND	Global Majority	Pupil Premium
Reception	0	0	0	0	0	0
Year 1	0	0	0	0	0	0
Year 2	0	0	0	0	0	0
Year 3	0	0	0	0	0	0
Year 4	0	0	0	0	0	0
Year 5	0	0	0	0	0	0
Year 6	0	0	0	0	0	0

School website link

Attach link.

PE Coordinator information		Name and email address.	
<p>Assessment Section 1 - PE Curriculum – 14pts</p> <p>This section focuses on how your school plans and delivers the PE curriculum from EYFS (Physical Development) through KS2. It should demonstrate how you ensure every student receives at least two hours of PE each week, developing their physical literacy and competence to excel across a broad range of physical activities, remaining physically active for sustained periods. The curriculum should show progression in physical, cognitive, social, and emotional learning through lessons that are engaging, inclusive, active, and fun.</p>			
Question	Possible number of points	Advice / Guidance	PE Co Notes
Q1. Do you provide at least 2 hours per week (spread across 3 or more separate days) of planned physical development sessions for your EYFS students (not just ‘free play’)?	Select Yes to earn 1 point.	EYFS guidance highlights physical development as a prime area of learning and recommends at least three hours of daily physical activity. In school, this is supported through regular indoor and outdoor movement, including active play and structured activities that build physical skills, confidence and positive habits.	
Q2. Do you provide at least 2 hours (or 2 lessons) of PE per week for all students in years 1-2? ★	Select Yes to earn 1 point.	Government guidance encourages schools to provide a minimum of two hours of high-quality PE each week, to secure their early physical literacy.	
Q2a. Are these on separate days? ★	Select Yes to earn 0.5 points.	If yes to Q2, answer Q2a. Delivering PE across two separate days, rather than in a single two-hour block, may help pupils be active more regularly across the school week. Shorter, more frequent sessions may support better engagement, skill development and inclusion, especially in EYFS and KS1.	

Q2b. Please provide evidence of how every child is active for at least 30 minutes per day and why it benefits them to have 2 lessons on one day. You may refer to a Physical Activity Plan or Movement Map in your answer.	This question is not directly scored. You must provide a detailed response of at least 200 characters to be able to achieve an overall Gold Award.	If no to Q2a, answer Q2b. Explaining how your school meets it's PE requirements helps us understand your local context and ensures all students receive equitable opportunities for physical activity.	
Q3. Do you provide at least 2 hours (or 2 lessons) of PE per week for all students in years 3-4? ★	Select Yes to earn 1 point.	Government guidance encourages schools to provide a minimum of two hours of high-quality PE each week, to secure their physical literacy.	
Q3a. Are these on separate days? ★	Select Yes to earn 0.5 points.	If yes to Q3, answer Q3a. Delivering PE across two separate days, rather than in a single two-hour block, may help pupils be active more regularly across the school week. Shorter, more frequent sessions may support better engagement, skill development and inclusion.	
Q3b. Please provide evidence of how every child is active for at least 30 minutes per day and why it benefits them to have 2 lessons on one day. You may refer to a Physical Activity Plan or Movement Map in your answer.	This question is not directly scored. You must provide a detailed response of at least 200 characters to be able to achieve an overall Gold Award.	If no to Q3a, answer Q3b. Explaining how your school meets it's PE requirements helps us understand your local context and ensures all students receive equitable opportunities for physical activity.	
Q4. Do you provide at least 2 hours (or 2 lessons) of PE per week for all students in years 5-6? ★	Select Yes to earn 1 point.	Government guidance encourages schools to provide a minimum of two hours of high-quality PE each week, to secure their physical literacy.	
Q4a. Are these on separate days? ★	Select Yes to earn 0.5 points.	If yes to Q4, answer Q4a. Delivering PE across two separate days, rather than in a single two-hour block, may	

		<p>help pupils be active more regularly across the school week.</p> <p>Shorter, more frequent sessions may support better engagement, skill development and inclusion.</p>	
<p>Q4b. Please provide evidence of how every child is active for at least 30 minutes per day and why it benefits them to have 2 lessons on one day. You may refer to a Physical Activity Plan or Movement Map in your answer.</p>	<p>This question is not directly scored.</p> <p>You must provide a detailed response of at least 200 characters to be able to achieve an overall Gold Award.</p>	<p>If no to Q4a, answer Q4b.</p> <p>Explaining how your school meets its PE requirements helps us understand your local context and ensures all students receive equitable opportunities for physical activity.</p>	
<p>Q5. Have any classes had more than four PE lessons cancelled (and not rearranged) this year?</p>	<p>Select No to earn 1 point.</p>	<p>PE is a core and protected part of the curriculum and should not be cancelled. It provides regular physical activity that supports pupils' health, wellbeing and readiness to learn.</p> <p>It is vital to protect PE lesson when timetabling other school activities.</p>	
<p>Q6. Do each of the following statements apply fully to your school?</p> <ul style="list-style-type: none"> - We have a clear vision for the Intent, Implementation and Impact of PE. - Our curriculum builds from EYFS – KS1 – KS2 and supports transition into KS3. - Our curriculum has been audited to ensure it meets the aims of the national curriculum; we have 	<p>Select Yes for 0.5 points, or Somewhat for 0.25 points.</p> <p>If you are still working towards these statements, please select 'Somewhat', and add a note in the 'reflection question' about how you plan to improve this area.</p>	<p>Schools should have a clear, shared PE vision, with staff able to explain what pupils learn, how PE is taught, and how impact is measured.</p> <p>The curriculum should be mapped to show clear progression from EYFS through KS1 and KS2, sequencing skill development.</p>	

mapped the scope and sequence to ensure it is balanced and our students have their say.			
Q6a. Please insert a link to your website that describes your school's vision for PE.	Provide a valid URL to earn 1 point.	If yes to Q6, answer Q6a. We advise ensuring your PE vision statement is prominently displayed and easily accessible for prospective and current parents.	
Q7. Do you use a scheme of work to plan and deliver PE across the school?	Select Yes to earn 0.5 points.	Schemes of work can support staff to plan and deliver lessons that align with the school's PE curriculum intent and ensure clear sequencing and progression of skills.	
Q7a. Please describe your scheme of work (or any combination of different Schemes that you use).	Mention any external/commercial schemes used or detail how your bespoke scheme connects to the national curriculum. You must provide a detailed response of at least 50 characters to earn 0.5 points.	If yes to Q7, answer Q7a. Schools may choose to use a bespoke scheme of work or one or more external schemes to support staff confidence and consistency, provided these are adapted to meet the needs of pupils and the aims of the National Curriculum.	
Q8. Do you have an up-to-date PE Curriculum Map for all year groups?	Select Yes to earn 0.25 points.	An up-to-date PE curriculum map supports clear sequencing and progression across all year groups and provides a shared overview for staff. Using a consistent map across the school also helps ensure continuity and can support monitoring of learning over time.	
Q8a. Please upload a document showing your PE Curriculum Map for this Academic Year.	Upload a document to earn 0.25 points.	If yes to Q8, answer Q8a.	

		Ensure your uploaded map demonstrates the PE planned for all year groups across the school year, each half term.	
Q9. Do you have an up-to-date PE Progression of Skills Map for all year groups?	Select Yes to earn 0.5 points.	A PE Progression of Skills Map shows that learning in PE is planned, sequenced and progressive, rather than ad-hoc. It helps ensure pupils build skills year on year from EYFS through KS1 and KS2, rather than repeating or missing key learning.	
Q9a. Please upload a document showing your PE Progression of Skills Map for this Academic Year.	Upload a document to earn 0.5 points.	If yes to Q9, answer Q9a. Ensure your map clearly shows what pupils learn in PE and how that learning builds year on year. Focussing on the development of key skills rather than simply listing sports or activities, ensuring learning is carefully sequenced and purposeful, while avoiding gaps or unnecessary repetition across year groups.	
Q10. Do you assess and record your students' progress in PE?	Select Yes to earn 0.5 points.	Regular, proportionate assessment in PE helps staff understand how pupils' skills develop over time, identify any gaps in learning or motor competence, and inform future lesson planning.	
Q10a. Please upload a document demonstrating how you assess and record your students' progress in PE?	This question is not scored but it would be helpful to understand how you track student's attainment and progress within PE.	If yes to Q10, answer Q10a. A simple, shared approach to recording PE progress helps ensure consistency across staff and supports understanding of pupils' development over time. This might be an online assessment system or a simple tracking spreadsheet. Do not share students' data on this platform!	

<p>Q11. Do you provide feedback to parents regarding PE learning and progress?</p>	<p>Select Yes to earn 0.5 points.</p>	<p>Involving parents transparently in physical progression encourages active lifestyles at home.</p>	
<p>Q12. Do each of the following statements apply to your school?</p> <ul style="list-style-type: none"> - Our PE Curriculum seeks to create an environment where every child feels valued, included and supported. We strive for equity within PE and prioritise the experience and opportunities for students from marginalised groups such as girls, SEND, global majorities, LGBTQIA+ and low-income households. - We use PE to build confidence, resilience and teamwork skills. This also encourages respect for diversity and promotes empathy among students of all abilities. - Our staff are trained and supported to adapt PE to meet the needs of all students with a range of SEND and neurodiversity. 	<p>Select Yes for 0.5 points, or Somewhat for 0.25 points.</p> <p>If you are still working towards these statements, please select ‘Somewhat’, and add a note in the ‘reflection question’ about how you plan to improve this area.</p>	<p>PE is one of the most powerful parts of the school curriculum for shaping how children feel about themselves and others. When PE is inclusive, equitable and well-adapted, it can be the place where pupils feel most successful, confident and connected. When it isn’t, it can be where some pupils feel excluded first. Schools can address this by deliberately planning inclusive, adaptable PE lessons, supporting staff with targeted training, and actively checking who is participating, enjoying and succeeding so that every child feels they belong and has fair opportunity to thrive.</p>	
<p>Q12a. Please provide some examples and further context to support this statement.</p>	<p>Provide specific examples of how your staff adapt lessons or how</p>	<p>If yes to Q12, answer Q12a. Highlight specific adaptations or target programs you've engaged in. This could</p>	

<p>See: Inclusive PE the focus with Inclusion 2028</p>	<p>your curriculum prioritizes equity for marginalized groups. You must provide a detailed response of at least 200 characters to earn 0.5 points.</p>	<p>include tailored SEND PE lessons, targeted sessions for marginalised groups such as ‘girls only’ football, ensuring grouping and activities promote teamwork rather than elimination. Using pupil voice or participation data to check who is confidently taking part and who may need further support.</p>	
<p>Q13. Does the following statement apply fully to your school?</p> <ul style="list-style-type: none"> - We ensure all SEND Pupils have their own PE Profiles where required. 	<p>Select Yes to earn 0.5 points.</p>	<p>Bespoke PE profiles establish clear learning pathways for students requiring specialised physical support.</p>	
<p>Q14. Does the following statement apply fully to your school?</p> <ul style="list-style-type: none"> - Our PE curriculum connects to our students’ lived experiences, validating their diverse cultural identities and creating a sense of belonging. 	<p>Select Yes to earn 0.5 points.</p>	<p>Schools could, for example, embed culture into PE by including a wider range of dance styles and sports from different cultures, using culturally relevant music and role models, and valuing creativity, teamwork and leadership alongside physical performance, helping PE move away from a narrow definition of success and towards a curriculum where all pupils feel represented, respected and able to belong.</p>	
<p>Q14a. If you can, please provide some examples and further context to support this statement.</p>	<p>This question is not directly scored but it’s great to find out more about what our schools are doing to develop in this area.</p>	<p>If yes to Q14, answer Q14a. Schools could, for example, embed culture into PE by including a wider range of dance styles and sports from different cultures, using culturally relevant music and role models, and valuing creativity, teamwork and leadership alongside physical performance,</p>	

		helping PE move away from a narrow definition of success and towards a curriculum where all pupils feel represented, respected and able to belong.	
Q15. What would you like to improve on for next year? Are there any underserved groups that you would like to improve access and equality for?	<p>Detail specific, actionable goals for the upcoming academic year.</p> <p>You must provide a detailed response of at least 200 characters to earn 0.5 points.</p>	<p>Use this question to clearly identify where PE provision can be strengthened next year by reflecting on earlier answers around curriculum planning, skills progression, inclusive practice, assessment and pupil experience.</p> <p>Consider which groups may be less engaged or making less progress, how well your curriculum and skills map support all learners, how effectively you monitor attainment and participation, and whether PE consistently promotes a sense of belonging.</p> <p>Set out clear, practical priorities for improvement linked to these areas.</p>	

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Assessment Section 2 - Developing Teaching and the PE Workforce – 13.25pts

This section evaluates how your school develops staff confidence, knowledge, and skills to deliver high-quality PE and physical activity from EYFS to KS2. It also considers how you support the PE Coordinator to lead the subject effectively – shaping curriculum intent, driving implementation, and monitoring impact. Building a skilled workforce ensures PE is taught consistently and inclusively, while strong leadership and targeted professional development embed PE as a valued part of whole-school priorities. Championing the role of PESSPA in supporting the physical, mental, and emotional wellbeing of pupils, while also promoting staff wellbeing through active role modelling and supportive practice.

Question	Possible number of points	Advice / Guidance	PE Co Notes
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<p>Q1. Has the PE Coordinator/Lead completed at least 18 hours of subject-specific training this academic year, including attendance at both MSSP conferences? ★</p>	<p>Select Yes to earn 1.5 points</p>	<p>Regular subject-specific training enables the PE subject lead to maintain strong and up-to-date subject knowledge, including evolving practice in Physical Education, physical literacy and wider physical activity. Ongoing training allows the subject lead to evaluate curriculum strengths and areas for development and to support non-specialist staff to develop subject knowledge and confidence, taking purposeful action to improve the quality of PE provision. Tell us about the training provider and dates attended as well if you can.</p>	
<p>Q1a. Please provide a brief summary of the training completed.</p>	<p>You must provide a detailed response of at least 200 characters to earn 0.5 points.</p>	<p>If yes to Q1, answer Q1a. Briefly state the type of training undertaken, the main focus (for example curriculum development, physical literacy, inclusive practice or pedagogy), and the purpose. It is also useful to keep a clear record of training undertaken, as this helps leaders evaluate impact over time, identify gaps, and demonstrate how subject leadership and staff development have been supported to improve the quality of PE provision. Tell us about the training provider and dates attended as well if you can.</p>	
<p>Q2. Has the PE Coordinator been observed by SLT and/or MSSP within the last 24 months? ★</p>	<p>Select Yes to earn 0.5 points.</p>	<p>Regular observation of the PE subject lead by SLT ensures subject leadership is monitored and supported effectively, helping leaders evaluate curriculum implementation, identify strengths and areas</p>	

		for development, and take purposeful action to improve the quality of PE provision.	
Q2a. Please tell us the date when they were last observed and who observed them.	This question is not directly scored.	<p>If yes to Q2, answer Q2a.</p> <p>The focus of the observation should be made clear in advance, so it is purposeful and linked to agreed priorities. Feedback should recognise strengths observed in practice before identifying specific areas for development, using evidence from what was seen and framing next steps in a supportive and constructive way to encourage professional reflection and improvement. Provide date/s and job title/s to evidence your answer.</p> <p>If you would like MSSP to complete an observation, please get in touch.</p>	
Q3. What are the key areas for the PE Coordinator to further develop and how are these being addressed?	You must provide a detailed response of at least 20 characters to earn 0.5 points.	Key areas for improvement should be clearly identified from the observation and directly linked to what was seen in practice. These may relate to curriculum implementation, pedagogy, inclusion or leadership and should be briefly stated alongside agreed actions, demonstrating that the observation led to purposeful reflection and improvement.	
Q4. How many staff have been observed delivering PE this year?	Provide a numeric response greater than zero to earn 0.5 points.	It's important for the subject lead to observe and support the staff that are delivering PE within your school. This helps leaders monitor the consistency and quality of curriculum implementation across the school. It enables subject and senior leaders to identify strengths, support non-specialist or inexperienced staff,	

		share effective practice and take timely action where further development is needed, ensuring all pupils receive a high-quality PE experience.	
Q4a. Please check the boxes to tell us which staff have been observed delivering PE this year.	This question is not directly scored.	Input number then answer Q4a. Keeping a record of which staff and year groups have been observed helps leaders plan future observations and target CPD effectively. This ensures monitoring is systematic, supports staff development over time, and helps identify patterns or gaps in provision to strengthen the quality and consistency of PE teaching.	
Q5. How many first year Early Career Teachers (ECTs) do you have working in your school this year? * This is a required question. You must enter a value (0 or more) to proceed.	This question is not directly scored.	* A required field We ask how many Early Career Teachers (ECTs) you have so we can help ensure appropriate training and support are in place for new teachers across the partnership each year. This information allows the subject lead and the Partnership to plan and tailor CPD effectively, supporting ECTs to develop confidence and competence in delivering high-quality PE from the outset.	
Q5a. How many First Year ECTs have attended at least 6 hours of PE subject training this year?	Points are awarded based on the proportion of your First Year ECTs who have attended the training: <ul style="list-style-type: none"> • 2 pts: 100% attendance (or N/A if 0 ECTs) • 1.5 pts: 75% - 99% attendance • 1 pt: 50% - 74% attendance 	Input number then answer Q5a. We recommend that Early Career Teachers complete at least six hours of PE subject-specific CPD in their first year to support them in developing secure subject knowledge, confidence and effective practice from the outset. Early, focused CPD helps ECTs understand curriculum expectations, physical literacy and inclusive approaches in PE, reducing variability in delivery and	

	<ul style="list-style-type: none"> • 0.5 pts: 25% - 49% attendance 	ensuring pupils benefit from high-quality teaching as teachers begin their career.	
Q5b. Please provide details of the ECT training received.	Detail the type of training, dates and initials of the ECT's that attended along with any comments. You must provide a detailed response of at least 20 characters to earn 0.5 points.	Input number then answer Q5b. Keeping a record of the CPD attended will help schools monitor staff development over time, identify gaps or priorities for future training, plan targeted CPD more effectively, and demonstrate how professional development is being used to improve the quality and consistency of PE provision.	
Q6. Have you audited your school staff around their needs for training and support to deliver PE and PA this year?	Select Yes to earn 1 point.	Conducting a formal audit helps pinpoint specific developmental needs.	
Q6a. Please provide a copy of the audit report/results.	Upload a valid document to earn 1.25 points.	If yes to Q6, answer Q6a. An honest internal audit is the strongest foundation for targeted progression planning.	
Q7. Please describe the type of training provided to staff, including who received training (initials) and when, the theme, PE topic, and any comments.	Detail the type of training, dates and initials of the staff that attended along with any comments. You must provide a detailed response of at least 75 characters to earn 1 point.	Keeping a record of the CPD attended will help schools monitor staff development over time, identify gaps or priorities for future training, plan targeted CPD more effectively, and demonstrate how professional development is being used to improve the quality and consistency of PE provision.	
Q8. Have your staff had training on the benefit and importance of Physical Activity for neurodiversity and SEND in the past 3 years?	Select Yes to earn 0.5 points.	This training is recommended because it helps teachers understand the importance of regular physical activity in supporting regulation, engagement and wellbeing for neurodivergent pupils and those with SEND. It supports staff to recognise how being active can help children self-regulate and be ready to learn throughout the school day, not just	

		during PE lessons, enabling teachers to use movement strategically across lessons and routines to support inclusion and positive behaviour.	
Q8a. Please provide a brief summary of the training received.	You must provide a detailed response of at least 20 characters to earn 0.5 points.	If yes to Q8, answer Q8a. A brief summary helps maintain clear CPD records, evidence impact over time, avoid duplication or gaps in training, ensure all relevant staff are supported, and provide clear evidence for self-evaluation and inspection.	
Q9. Have your Teaching Assistants received training around supporting PE/PA in the past 3 years?	Select Yes to earn 0.75 points.	Training Teaching Assistants is particularly valuable because they work across the school day and with a wide range of pupils, often supporting learning, behaviour, transitions and inclusion. When TAs understand the school's approach to physical activity and active practice, they can reinforce the same strategies throughout lessons, interventions, lunchtimes and routines. Increased confidence in PE learning objectives and expected outcomes also enables TAs to support PE lessons more effectively, enhance pupil engagement, provide appropriate scaffolding and feedback, and contribute positively to pupil progress.	
Q10. Have your Mid-Day Supervisors received training on providing active playgrounds in the past 3 years?	Select Yes to earn 0.25 points.	Training Mid-Day Supervisors to provide active playgrounds helps increase pupils' physical activity, reduce behaviour issues at lunchtime, and create inclusive, positive play experiences for all children.	

		Confident, trained supervisors are better able to encourage engagement, support less active pupils, promote social interaction and ensure playground time contributes positively to pupils' wellbeing and readiness to learn in afternoon lessons.	
Q11. How many staff teach PE in your school? *	This question is not directly scored.	* A required field This question provides helpful context about how PE is staffed and delivered across the school. While not scored, it supports understanding of capacity, consistency and future CPD planning.	
Q12. Please conduct a survey to gather feedback from any staff member that regularly teaches PE and confirm when complete. * It should include the following: - Do you feel confident / somewhat confident / not confident in your ability to deliver PE to your class? - Do you feel satisfied / somewhat satisfied / not satisfied with the training and support you have received to develop your planning and teaching of PE this year?	Select Yes and provide the survey matrix responses to automatically earn 1 point.	* A required field MSSP has developed a template staff survey that you may wish to use and adapt to meet your school's needs. We ask that the two questions above are included exactly, as this allows us to gather partnership-wide data on staff confidence and satisfaction levels. This information helps MSSP plan targeted training and support more effectively across all schools, while also supporting PE Coordinators to better understand the needs of their own staff and plan appropriate support and CPD in future.	
If yes to Q12, answer the follow up questions.	This question is not directly scored.	Follow up questions: - Total staff responses*	

		<ul style="list-style-type: none"> - How many staff feel confident / somewhat confident / not confident to deliver PE to their class? * - How many staff feel satisfied / somewhat satisfied / not satisfied with the training and support they have received to develop their planning and teaching of PE this year? * 	
Q13. Do you use any external providers, websites or resources regularly, to support the professional development of staff?	This question is not directly scored.	This question helps MSSP gather borough-wide information about the external providers, websites and resources schools are using to support staff professional development. Collecting this information allows us to identify trends, share effective practice, and highlight trusted and preferred suppliers across the partnership. While this question is not scored, it supports collaboration, quality assurance and better-informed planning of training and support for schools.	
Q13a. Please describe the external providers, websites or resources you use.	This question is not directly scored.	If yes to Q13, answer Q13a. Please describe the external providers, websites or resources you use.	
Q14. How many of your PE Teaching Staff have QTS or a Level 5 PE qualification or equivalent?	This question is not directly scored.	We ask this question to understand the level of qualified expertise within the PE workforce across schools. afPE guidance highlights the importance of staff delivering PE having appropriate qualifications, such as QTS and recognised PE-specific qualifications (e.g. Level 5 or equivalent), to ensure safe, high-quality and consistent provision. Collecting this information helps	

		MSSP identify where further training or upskilling may be beneficial, support workforce development, and ensure our local PE workforce is aligned with national expectations and best practice.	
Q15. Do you use non-QTS staff or external PE/Sports Coaching companies to deliver PE lessons?	This question is not directly scored.	This question helps MSSP identify patterns in the use of external providers and plan training and quality assurance accordingly. afPE guidance emphasises building staff capacity and using provision to upskill the workforce, rather than relying on replacement teaching, to ensure sustainable, high-quality PE.	
Q15a. Which company or companies do you use?	This question is not directly scored.	If yes to Q15, answer 15a. Please list the names of any external PE or sports coaching companies or organisations, currently used to support PE delivery or staff professional development. Please provide links to their websites where applicable.	
Q16. Are external providers comprehensively trained in your PE curriculum principles?	Select Yes to earn 0.5 points.	Training external providers in your PE curriculum principles ensures consistency and coherence in delivery. It helps ensure lessons align with the school's intent, inclusion and progression expectations, so external provision supports pupil progress and adds value rather than delivering isolated or generic sessions.	
Q17. What would you like to improve on for next year?	You must provide a detailed response of at least 100 characters to earn 0.5 points.	When answering this question, schools should reflect on their key priorities for improving PE workforce development next year. This may include strengthening staff confidence and subject knowledge through	

		targeted CPD, supporting ECTs and non-specialist teachers, improving consistency across year groups, and ensuring external providers are aligned to the school's PE curriculum. Schools should also consider how staff feedback, observations and training records will inform future CPD planning and support sustained improvement in the quality and inclusivity of PE provision.	
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Assessment Section 3: Physical Activity – 11pts

This section evaluates how your school promotes enjoyable, daily physical activity and movement for all pupils, ensuring they meet national guidelines and develop healthy habits for life. It considers your whole-school approach, active classroom strategies, monitoring systems, and initiatives to engage fewer active children.

The UK's [Chief Medical Officer \(2019\)](#) recommends that:

- Children aged 5 – 18yrs are active for an average of at least 60 minutes of moderate to vigorous physical activity each day. Schools are expected to contribute a minimum of 30 of these minutes during the school day – [Active 30:30](#) (YST).
- Children under 5 should be physically active for at least 180 minutes across the day, through a range of activities and intensities. This includes light, moderate and vigorous activity, with opportunities for energetic play. (see [Physical activity guidelines for children and young people](#) NHS)

Question	Possible number of points	Advice / Guidance	PE Co Notes
Q1. Do you have a Physical Activity Plan in place that demonstrates how your school ensures all pupils are encouraged and supported to be physically active throughout the school day, every day (not just during breaktimes), and how periods of	Select Yes for 1 points, or Somewhere at for 0.5 point.	We recommend developing a formal, written plan to support all pupils to achieve 30 active minutes each day, with a focus on inclusive participation rather than intensity. This plan should be agreed by the senior leadership team and governors, with a shared commitment and understanding from all staff.	

<p>prolonged sedentary behaviour are minimised? Your plan should include the following aspects:</p> <ul style="list-style-type: none">• How spaces across the school can be best utilised to ensure children have regular opportunities to move throughout the day, not just during PE lessons or break times.• How spaces and activities feel inclusive and build positive associations with movement for children with varying needs.• How students can shape their activities and the spaces they use.• How students understand the importance of movement and how it contributes to their lives and wellbeing beyond the school day.• How the school day is structured to include moments of movement that support engagement and learning across the curriculum.• How schools encourage students to feel joyful and			
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<p>connected through movement.</p> <ul style="list-style-type: none"> • How schools support students in developing their individual identity and motivation for movement and physical literacy. • How data collected by the school reflects children's confidence, sense of belonging, and enjoyment (not just providing performance metrics). • How the whole school embeds the value of movement and shares this ethos widely with pupils, staff, parents and the wider community. 			
<p>Q1a. Please upload your 'Physical Activity Plan' as a single document.</p>	<p>Upload a file and select Yes above to earn 1.75 points total. Upload a file and select Somewhat above to earn 1point total.</p>	<p>If yes or somewhat to Q1, answer 1a. Please upload a formal, written plan to ensure all pupils achieve 30 active minutes daily, prioritising inclusive engagement over intensity.</p>	
<p>Q2. Do you have a school 'Movement or Physical Activity Map' that shows how physical activity and movement breaks are mapped and timetabled across the school day for each year group?</p>	<p>Select Yes for 0.25</p>	<p>A planned timetable or map can help ensure spaces and equipment are available for all classes and year groups, and encourage teachers to make the most of opportunities to keep pupils active throughout the school day.</p>	

<p>Q2a. Please upload a single document that demonstrates your 'Movement or Physical Activity Map'</p>	<p>Upload a file and select Yes above to earn 1 point</p>	<p>If yes to Q2, answer 2a. Please upload a planned timetable or map that can ensure spaces and equipment are available for all classes and year groups, and encourage teachers to make the most of opportunities to keep pupils active throughout the school day.</p>	
<p>Q3. Please select any of the programmes that you use to support daily physical activity and regulation for your students.</p> <ul style="list-style-type: none"> • Active Classrooms – English/Maths etc. • Active Travel Plan • Bikeability programme • Daily Mile or equivalent intensity daily activity (min 3x per week) • Lunch time games/activities (organised specifically for less active children) • Mindfulness, regulating activities • Online/screen led movement activities – and/or Go Noodle, YouTube Dances, Mood Boosters, Super Movers, Yoga 	<p>Select 6 or more options to earn 1 point. Select 3-5 options to earn 0.5 points.</p>	<p>We advise implementing a diverse blend of structured and unstructured physical activity programmes. Offering a varied menu of options - such as active travel, sensory circuits, and pupil-led breaks - ensures that every child, regardless of their confidence or ability, finds an engaging way to achieve their 30 active minutes each day.</p>	

<ul style="list-style-type: none"> • Outdoor play enhanced provision/facility/equipment – children encouraged and able to be active at break time • Pupil-Led Activities and Brain Breaks • Sensory circuits or sensory space • Storm Break – targeted or whole class • Targeted Physical Activity and Movement interventions for children with SEN or other needs (include Occupational Therapy sessions) • Uniform policy enables children to be active throughout the day • Wet play - physical activity options for the classroom 			
<p>Q4. Do you provide the Daily Mile (or similar intensity physical activity) at least 3 times per week, for all students, almost every week of the year.</p>	<p>Select Yes for 1 pt (<i>where the whole school takes part every week or almost every week - some weeks the timetable may change for example in severe weather condition, school trips etc</i>), or Sometimes for 0.25pts (<i>where some classes aren't as engaged</i>)</p>	<p>Daily Mile or other short activity sessions help schools reduce sedentary time, increase physical activity, support wellbeing, and improve readiness to learn. Keeping activities fun and offering pupils choice in how they move helps boost engagement, enjoyment, and long-term positive attitudes towards being active.</p>	

	<i>or the activity gets dropped from the timetable more frequently)</i>		
<p>Q5. Do all of your teachers provide an active and regulation-friendly classroom environment when teaching non-PE subjects?</p> <p>This refers to an environment where children are not seated or sedentary for long periods of time and are given appropriate opportunities to move or regulate. This may include planned movement breaks, the use of fidgets or sensory tools, flexible seating options, and other strategies that support all pupils' wellbeing, focus, and learning potential.</p>	<p>Select Yes for 1.5 pts, Most for 1 pt, or Some for 0.5 pts.</p>	<p>Public Health England (now within OHID) – through the national guidance “<i>What works in schools and colleges to increase physical activity</i>”, recommends creating active environments and embedding movement into curriculum teaching and learning, including classroom-based activity.</p> <p>By embedding movement, schools can boost concentration, reduce sitting time and create an environment where all pupils are physically regulated, engaged and ready to learn.</p>	
<p>Q5a. How do you ensure your class teachers and teaching assistants are motivated, supported and upskilled to provide enjoyable and inclusive active classroom environments, ensuring all students can be active and regulated at school every day?</p>	<p>You must provide a detailed response of at least 50 characters and select Yes or Most above to earn 0.25 points.</p>	<p>If yes or most to Q5, answer Q5a.</p> <p>It is important that staff have access to regular, targeted CPD so they feel confident, motivated and well-equipped to create inclusive, active classroom environments.</p> <p>Developing a culture of shared practice - where staff are encouraged to model, observe and celebrate effective movement and regulation strategies - helps sustain a consistent, healthy and active environment across the whole school.</p>	
<p>Q6. How many classes in each year group (Year 1 to Year 6) access at least 30 minutes of</p>	<p>Points awarded based on the number of cells with a response greater than zero:</p>	<p>Accurately identifying how many classes in each year group access at least 30 minutes of planned activity supports whole-school</p>	

<p>planned physical activity and movement every day of the school week, excluding free play at break times? *</p>	<p>0.25 pts: 1-2 cells 0.5 pts: 3-4 cells 0.75 pts: 5 cells 1 pt: 6 cells</p> <p>Maximum score of 1 point if at least one class in each year group has at least 30 mins of planned activity per day(not inc. break times)</p>	<p>monitoring and aligns with national guidance which encourages schools to embed physical activity throughout the day to improve engagement, wellbeing and learning readiness.</p>	
<p>Q7. Please describe any methods you use to monitor and record the activity levels of your students?</p>	<p>You must provide a detailed response of at least 25 characters to earn 0.25 points.</p>	<p>Schools might, for example, use pupil activity trackers, class timetables or weekly planners to record when planned physical activity takes place.</p> <p>Individual students' activity levels could also be monitored through staff observations and feedback, pupil voice or snapshot whole class surveys, and by reviewing participation data across PE and other activities.</p>	
<p>Q8. Are you aware of those children that tend to avoid or withdraw from physical activity and movement opportunities throughout the school day; during lessons, breaks or extra-curricular time?</p>	<p>Select Yes or Somewhat to earn 0.25 points.</p> <p>If you have selected 'somewhat' consider what strategies you might introduce to find out which children are less active throughout the day in the 'Reflection' question for this section.</p>	<p>Individual students' activity levels could be monitored through class teachers feedback, lunch time supervisors monitoring, snapshot surveys in class or by reviewing participation data across PE, extra-curricular clubs and other activities.</p>	
<p>Q8a. Tell us about the barriers these children (from the question above) may face to being active and how your school supports them to address this?</p>	<p>You must provide a detailed response of at least 100 characters to earn 0.5 points.</p>	<p>Teachers can identify barriers by listening to pupil voice, observing engagement in lessons, reviewing participation or attainment patterns, and working with parents, SENDCOs and support staff.</p> <p>Common barriers include low confidence, negative peer behaviour, sensory or physical</p>	

		<p>needs, lack of prior experience, cultural or gender norms, or teaching approaches that over-emphasise competition and take away the ‘fun’ element.</p> <p>Schools might address these by adapting lessons, offering choice and different ways to succeed, providing targeted support, and creating a PE environment where pupils feel safe, respected and able to belong.</p>	
<p>Q9. On average, how long do your KS1 and KS2 students have for break and lunch times (in minutes) each day? *</p> <p>[KS1] Key Stage 1: Number (minutes) [LKS2] Lower Key Stage 2: Number (minutes) [UKS2] Upper Key Stage 2: Number (minutes)</p> <p>This question asks for your school’s timetable information. Please enter the average total number of minutes per day that pupils in each phase have allocated for their breaktimes and lunchtime combined. Make sure you enter numbers only, in minutes, in each box.</p>	<p>This question is not directly scored.</p>	<p>Gathering this information helps us to understand how much opportunity pupils have to be active beyond timetabled PE, After school clubs and active classrooms, and whether the structure of the school day supports regular movement, play and social interaction.</p> <p>Knowing the length of break and lunchtime helps schools evaluate how well they are contributing to daily physical activity expectations, identify any inequalities between year groups, and consider whether changes to play provision, supervision, equipment or scheduling are needed to improve wellbeing, inclusion and engagement during the school day.</p>	

<p>For example, if KS1 pupils have a 15-minute morning break and a 60-minute lunch break, you would enter KS1: 75 minutes.</p>			
<p>Q9a. Please tell us more about how break and lunchtime provision includes opportunities for physical activity and movement, including free play. For example, are lunchtime supervisors trained to encourage and enable active breaks, or do KS2 Sports Leaders support targeted activity sessions for younger children?</p>	<p>You must provide a detailed response of at least 50 characters to earn 0.25 points.</p>	<p>How are break and lunchtimes intentionally planned as active, inclusive parts of the school day, rather than relying on unstructured free play alone? Schools may wish to improve outcomes by training lunchtime supervisors to encourage and model active play, providing accessible equipment and clearly marked activity zones, and using roles such as KS2 Sports Leaders to run inclusive or targeted activities for younger or less-confident pupils. Linking provision to pupil voice, SEND needs and participation patterns helps ensure opportunities are engaging, safe and equitable, and that all children are supported to move, play and feel included during social times.</p>	
<p>Q10. Please gather pupil voice to help understand pupils' attitudes towards being active and healthy. Use the text box below to summarise their views, including how they feel about physical activity now and what they would like to see in the future. Consider their enjoyment, engagement, barriers, confidence</p>	<p>You must provide a detailed response of at least 100 characters to earn 0.5 points.</p>	<p>Understanding pupils' attitudes towards physical activity and health is vital for effective whole-school planning, as it helps ensure opportunities are engaging, inclusive, and responsive to pupils' needs, leading to higher participation and more positive, sustainable active behaviours.</p>	

<p>and understanding of physical activity.</p>			
<p>Q11. How do you promote the importance of physical activity to your students and parents/carers?</p> <p>This might include assemblies, family fun days, fetes, newsletters, parent evenings, parent workshops, policies, projects or campaigns, pupil voice; advocating for active play, enabling students to choose how active their day/lessons are, social media, speakers/special guests, staff role models (e.g. joining in), website and noticeboards.</p>	<p>You must provide a detailed response of at least 50 characters to earn 0.25 points.</p>	<p>We recommend utilising newsletters, assemblies, and digital platforms to actively champion the lifelong benefits of physical activity to your parents and local community.</p>	
<p>Q12. Do you report on each student's movement and physical activity achievements and set them targets, and are these discussed with parents/carers in the same way as Maths and English at parents' evenings and through student reports?</p>	<p>Select Yes to earn 0.25 points.</p>	<p>National guidance from afPE, the Youth Sport Trust and Ofsted emphasises recognising physical literacy, confidence, engagement and wellbeing alongside academic attainment, using simple, meaningful assessment that focuses on effort, confidence and individual progress rather than comparison.</p> <p>Setting personal targets and communicating progress with parents helps give movement and physical activity the same status as Maths and English, promoting inclusion and equity while enabling schools to evidence</p>	

		clear intent, implementation and impact without unnecessary workload.	
<p>Q13. What would you like to improve on in this area for next year? How will you engage the whole school including staff, volunteers, students, parents and carers?</p> <p>Please tell us about any underserved groups that you would particularly like to improve access and equality for ?</p>	<p>You must provide a detailed response of at least 50 characters to earn 0.25 points.</p> <p>Please also confirm which underserved groups may require more consideration.</p>	<p>When reflecting on Physical Activity, schools may consider how clearly movement is planned, visible and prioritised across the whole school day, not just within PE or breaktimes.</p> <p>Improvement plans for next year might focus on embedding daily movement through classrooms, playtimes and routines, strengthening staff confidence and consistency, and using pupil voice and simple tracking to understand who is less engaged.</p> <p>Schools should also identify specific underserved or marginalised groups to prioritise, such as less-active pupils, Pupil Premium, SEND learners or girls, and set targeted, realistic actions that improve confidence, enjoyment and access, ensuring physical activity is a shared whole-school responsibility rather than led solely by PE staff.</p>	

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Assessment Section 4: Our School Ethos and Environment – 14.25pts

This section evaluates how your school’s ethos, environment, and leadership support PE, sport, and physical activity. It considers facilities, community engagement, inclusion, policy, and how these elements embed PE and PA into the culture of your school.

Question	Possible number of points	Advice / Guidance	PE Co Notes
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<p>Q1. Do your facilities and equipment support a broad range of activities for curriculum and enrichment?</p>	<p>Select Yes to earn 1 point, or Somewhat for 0.5 points.</p>	<p>Auditing facilities and equipment helps schools ensure their PE curriculum and enrichment offer remain broad, inclusive and high quality. It prevents provision narrowing to what is easiest to deliver, supports inclusion of all pupils, enables safe and effective teaching, and strengthens extra-curricular and wider enrichment opportunities. Regular audits also support informed planning and investment, helping schools prioritise improvements and use resources purposefully to improve participation, engagement and long-term involvement in physical activity.</p>	
<p>Q1a. What do you do well, and/or what would you like to improve or develop further (incl. any areas discussed with your Senior Leadership Team or Governors)?</p>	<p>This question is not directly scored.</p>	<p>If somewhat or no to Q1, answer Q1a. Consider where current spaces or resources limit participation, challenge or choice, and what realistic actions could be taken to improve this in the future. How will you raise this with SLT or Governors?</p>	
<p>Q2. Do your school facilities and environment allow the local community to access sport, physical activity, and wellbeing opportunities?</p>	<p>Select Yes to earn 1 point, or Somewhat for 0.5 points.</p>	<p>Opening school facilities to the community outside of school hours can improve access to physical activity and wellbeing, strengthen links with families and local organisations, and make better use of school spaces. It can also support inclusion by offering local, affordable opportunities that encourage wider participation in sport and physical activity.</p>	
<p>Q2a. What would you like to improve and have you raised this</p>	<p>This question is not directly scored.</p>	<p>If somewhat or no to Q2, answer Q2a. Alongside the benefits of community use, schools may face challenges such as</p>	

<p>with your Senior Leadership Team or Governors?</p>		<p>safeguarding and site security, staffing capacity, increased wear and maintenance costs, insurance and liability concerns, and limited availability due to school use. Recognising these barriers helps schools reflect realistically on what is currently possible and whether access could be developed over time through planning, funding applications, partnerships or discussions with SLT and governors.</p>	
<p>Q3. Have you completed the YST School Games Mark for this academic year?</p>	<p>Select Yes to earn 1 point.</p>	<p>Completing the YST School Games Mark helps schools recognise and strengthen their commitment to inclusive, meaningful physical activity and competition, while raising the profile of PE, sport and wellbeing across the school community. Schools that have completed the Merton PE & School Sport Mark will find that much of the reflection, evidence and preparation already aligns closely with the YST criteria, making the School Games Mark a natural next step.</p>	
<p>Q4. Have you completed the YST Inclusive Health Check for this academic year?</p>	<p>Select Yes to earn 1 point.</p>	<p>Completing the YST Inclusive Health Check supports schools to reflect on how inclusive their PE, school sport and physical activity provision is for pupils from underserved or less-active groups and helps identify clear next steps for improvement. The free, online self-assessment provides tailored resources and an action plan, supports evidence-based planning, and forms a required part of the School Games Mark application.</p>	

		Schools that have completed the Merton PE & School Sport Mark will find much of the reflection and evidence already aligns closely, making completion of the Inclusive Health Check more straightforward.	
Q4a. Please tell us which areas you plan to focus on to improve your inclusive provision in the future?	You must provide a detailed response of at least 100 characters to earn 1 point.	If yes to Q4, answer Q4a. Consider which groups of pupils are currently less engaged or face barriers to participation, and identify 2–3 priority areas where inclusive practice could be strengthened. This might include improving SEND inclusion through adaptation and staff confidence, increasing opportunities for less-active pupils or girls through pupil voice and choice, or reviewing extra-curricular provision to ensure access is equitable. Use tools such as the Inclusive Health Check to agree realistic actions, support improvement planning, and review impact over time.	
Q5. How have you engaged in Inclusion 2028 – Youth Sport Trust to improve the choices and chances of children and young people with SEND through a series of targeted interventions in PE, school sport, and physical activity? Inclusion 2028 is a government-funded YST programme that aims to create inspiring, accessible and	You must provide a detailed response of at least 100 characters to earn 1.5 point.	Inclusion 2028 is supported through the YST Lead Inclusion School network, which works locally to build capacity and share expertise. MSSP works closely with local Lead Inclusion Schools, Southfields Academy and Bensham Manor, to provide free training and additional support for Merton school staff, alongside our inclusive events specifically for children with SEND. This local offer is complemented by national initiatives such as Inclusion Live Week, which provides a week of free online CPD from the	

<p>meaningful PE, school sport and physical activity for all pupils. It focuses on developing inclusive environments where every young person feels they belong, can participate confidently, and has their voice heard, supporting long-term, sustainable change through partnership working with schools and trusted organisations.</p> <p>Schools can benefit from tailored CPD, resources and tools designed to adapt PE, targeted interventions and inclusive festivals and events.</p>		<p>Youth Sport Trust to help schools continue to strengthen inclusive practice. The YST Inclusive Health Check helps schools review their current provision and identify clear priorities for improvement.</p>	
<p>Q6. Have you completed the Active Lives Survey this academic year; or a similar survey around physical activity levels which includes student and parent feedback?</p>	<p>Select Yes to earn 1.5 points.</p>	<p>Completing the Active Lives Survey (or a similar school-based survey) helps schools understand pupils' physical activity levels, attitudes, enjoyment, wellbeing and physical literacy, and identify gaps or inequalities linked to gender, SEND or disadvantage (both within school and community settings).</p> <p>It strengthens pupil and parent voice and provides data that can inform curriculum and enrichment planning, targeted interventions, and support improvement planning, funding decisions and Ofsted evidence.</p> <p>As part of the Borough of Sport ambition, Merton Council funded all Merton schools to complete the Active Lives Survey up to July</p>	

		2026, providing valuable borough-wide insight to support planning and funding bids. (Usually only a small number of schools are selected by Sport England to complete the survey each year.)	
Q6a. Please upload a copy of the survey results or equivalent report.	This question is not directly scored.	<p>If yes to Q6, answer Q6a.</p> <p>Once completed, Sport England will provide a school-level report, sent directly to your school. MSSP and Merton Council would welcome a copy to help analyse the findings and better support your school to identify and address barriers to participation. Please upload the report here to support this process.</p> <p>The report contains no personal data, and neither MSSP nor the Council will publish individual school reports. Any borough or ward-level reporting will be fully anonymised, while still allowing us to offer tailored support to your school.</p> <p>Reports may not be issued until the following school term. If this Sports Mark is submitted before you receive the report, please email it to your MSSP contact as soon as available. Thank you for your support.</p>	
Q7. Please select if you currently hold any of the following Healthy Schools London Awards?	Earn 0.5 points per option selected, up to a maximum of 1.5 points.	Healthy Schools London is a Mayor of London-funded awards programme that supports schools to improve pupils' health and wellbeing through a whole-school approach. It helps schools review and strengthen practice across areas	

		<p>such as physical activity and PE, mental wellbeing and healthy eating, with Bronze, Silver and Gold awards recognising sustained, evidence-based impact. Completing the HSL Award directly supports a strong PE & School Sport Mark application, as it provides clear evidence of whole-school commitment, pupil wellbeing, inclusive practice and strategic planning beyond PE lessons alone.</p> <p>Healthy Early Years London and Healthy Schools London London City Hall</p>	
Q7a. If you can, please tell us which target areas your project(s) covered?	This question is not directly scored.	<p>If Silver or Gold to Q7, answer Q7a.</p> <p>The Bronze Award provides a whole-school review of current health and wellbeing provision. Schools can then apply for the Silver Award, which focuses on identifying priority areas and submitting a targeted action plan to address gaps. The Gold Award recognises delivery of this plan, including evidence of impact and sustainability.</p> <p>Please tell us about your priority areas identified through Bronze, the actions planned or delivered through Silver, and any measurable impact achieved.</p> <p>If you have completed Gold, include who benefited and what changed as a result.</p>	
Q8. Do you have an Active Travel Plan in place?	Select Yes to earn 0.25 points.	An Active Travel Plan is a school-led plan that encourages pupils, staff and families to walk, wheel, scoot or cycle to and from school by	

		<p>reviewing current travel habits, identifying barriers such as safety or confidence, and agreeing practical actions. Having a plan in place helps schools increase daily physical activity, improve pupil wellbeing and readiness to learn, reduce congestion and air pollution around the school gate, improve safety at drop-off and pick-up times, and demonstrate a clear commitment to health, sustainability and whole-school physical activity beyond PE lessons.</p> <p>Try these websites to get started: https://modeshift.org.uk/modeshift-stars/ https://travelforlife.tfl.gov.uk/ https://www.walkwheelcycletrust.org.uk/about-us/our-work-with-schools-in-wales/active-travel-school-plan-resources/</p>	
Q8a. If possible, please upload your Active Travel Plan.	This question is not directly scored.	<p>If yes to Q8, answer Q8a.</p> <p>Having copies of schools' Active Travel Plans gives MSSP and Merton Council a clear picture of travel patterns and shared barriers across the borough, helping target support and strengthen planning and funding bids. It also allows tailored support for individual schools, linking them to relevant provision such as Bikeability training, TfL Travel for Life, Modeshift STARS or School Streets schemes, so plans lead to practical action.</p>	
Q9. Do you provide a bikeability programme?	This question is not directly scored.	<p>Bikeability is the government's national cycle training programme that helps children develop the skills and confidence to cycle</p>	

		<p>safely. It is delivered by qualified instructors and offers three progressive levels, providing a clear pathway as pupils' confidence and independence grow.</p> <p>confidence and independence grow.</p> <p>In Merton, Bikeability is delivered free to schools through Merton Council, with funding provided by Transport for London. Schools request training for eligible year groups, coordinate dates and parental consent, and sessions are delivered on site and locally by accredited providers. Bikeability links directly to Active Travel Plans, helping schools turn plans into practical, inclusive action.</p> <p>Cycle Training for Everyone - Deliver Safer Training Bikeability</p>	
Q10. Are you a water only school (i.e. only Milk and Water allowed on site)?	This question is not directly scored.	<p>A Water-Only School is one where water (and certain plain milks where appropriate) is the only drink available throughout the school day, helping reduce pupils' consumption of sugary drinks. For Merton schools, this approach supports better hydration, oral health, concentration and healthy weight, while tackling health inequalities by reaching all pupils regardless of background.</p> <p>It aligns with Healthy Schools London and borough public-health priorities, providing clear, evidence-based practice that supports whole-school wellbeing, including PE and sport.</p> <p>Water Only Schools London City Hall</p>	
Q11. If you have an up-to-date PE/PA policy (including your	Upload a document to earn 1 point.	A PE & Physical Activity (PE & PA) Policy sets out how PE, school sport and wider physical	

<p>School Swimming Policy), please upload it below.</p>		<p>activity are planned, delivered and managed safely, inclusively and consistently across the school day.</p> <p>Alongside curriculum intent, it clarifies expectations for participation for all pupils, including how barriers are reduced, how PE kit and uniform are managed to support inclusion, and how positive attitudes, engagement and behaviour are promoted. Importantly, the policy establishes clear accountability and safe practice, defining staff roles, risk-assessment procedures, and arrangements for changing rooms, supervision, facilities, equipment, swimming, safeguarding and first aid.</p>	
<p>Q12. Have you reported to Governors on your plans and outcomes for PE, PA and Sport this academic year?</p>	<p>Select Yes to earn 1 point.</p>	<p>Reporting to governors on your plans and outcomes for PE, physical activity and school sport is vital because governors have a core role in effective governance, oversight and accountability. The National Governance Association (NGA) are clear that governing boards should actively understand, monitor and challenge PE, PA and sport provision, including its impact on participation, inclusion and pupil wellbeing, and seek assurance that statutory requirements (such as curriculum PE and swimming where applicable) are met and funding is used appropriately.</p> <p>Regular reporting also demonstrates strong leadership and evaluation in line with Ofsted expectations, shifts the focus from activity to</p>	

		impact and outcomes, and ensures PE, PA and sport are embedded within the school's wider vision and improvement planning rather than treated as an add-on.	
Q13. Please upload one visual display that promotes PE, Sport and PA within your school.	Upload a document to earn 1 point.	An up-to-date PE notice board is important because it makes PE and physical activity visible, valued and inclusive across the whole school. By sharing photos of activities, celebrating effort and participation, highlighting role models in sport, and promoting clubs, events and competitions, it encourages pupils to get involved and helps them see PE as something they belong in. It also reinforces positive values such as teamwork, resilience and enjoyment, while clearly communicating to pupils, staff, parents and visitors that PE and physical activity are an active, purposeful and celebrated part of everyday school life.	
Q14. Do you actively promote and model positive behaviours to create a safe, enjoyable environment where students can learn through sport and physical activity (REFSPECT)?	Select Yes to earn 0.5 points.	Actively promoting and modelling positive behaviours such as respect, fairness, encouragement and self-control is essential because it creates a safe, enjoyable environment where pupils feel confident to learn and take part through sport and physical activity. This aligns with Play Their Way, which emphasises that the experience matters as much as the activity itself. UK Coaching and Sport England highlight that adults and coaches are one of the strongest influences on children's enjoyment of being active; when adults model positive behaviour,	

		<p>it builds trust, confidence and a sense of belonging.</p> <p>In contrast, negative or overly controlling environments are a key reason why children disengage from physical activity.</p> <p>By role-modelling positive behaviours and reinforcing them consistently, schools help ensure sport and physical activity are welcoming, inclusive and enjoyable for all pupils, supporting both wellbeing and lifelong participation.</p>	
<p>Q15. Do you engage the whole school community with the REFSPECT campaign, through initiatives such as education, awards, rewards, newsletters, and celebrations?</p>	<p>Select Yes to earn 0.25 points.</p>	<p>Promoting positive behaviour and involving parents and pupils is important because it makes values like respect, fairness, effort and enjoyment a shared whole-school expectation, not something limited to PE lessons. Involving parents ensures consistent messages at home and school.</p> <p>Schools can do this successfully through, pupil voice and leadership roles, inclusive reward systems that celebrate effort and kindness, and clear communication via newsletters, social media (to parents) displays and events.</p> <p>When expectations are modelled by staff and celebrated publicly with pupils and families, positive behaviour becomes part of the school's culture rather than a set of rules.</p>	
<p>Q16. Have you provided assemblies to support your</p>	<p>Select Yes to earn 0.25 points.</p>	<p>Assemblies are a powerful way to promote PESSPA and REFSPECT, reinforcing the</p>	

<p>messages and celebrate achievements, progress and effort in PE, PA and Sport?</p>		<p>importance of being active for health, wellbeing and enjoyment, as they reach all pupils with clear, positive messages. They help schools show that how children take part matters as much as what they achieve, linking physical activity to feeling good and learning well. By celebrating effort, progress, teamwork and perseverance, as well as sporting success, assemblies help every child feel included and valued, building a culture where movement is enjoyable, participation feels safe, and trying your best truly counts.</p>	
<p>Q17. What would you like to improve on in this area for next year? How could you further embed PE, PA and Sport into the ethos and culture of your school?</p>	<p>You must provide a detailed response of at least 100 characters to earn 0.5 points.</p>	<p>When thinking about next year, consider one or two areas you would most like to develop to further embed PE, physical activity and school sport into school life. This might include improving inclusion (e.g. completing the Inclusive Health Check), strengthening whole-school messages through assemblies, embedding REFSPECT values more consistently, developing health initiatives such as Water-Only School or Bikeability, or working more closely with your link governor to review PESSPA plans and impact. Focus on changes that will help PE and physical activity become a visible, valued part of everyday school culture.</p>	

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Assessment Section 5: Enrichment and Community Links – 15.25pts

This section evaluates the breadth and inclusivity of enrichment opportunities beyond the PE curriculum, including extra-curricular clubs, inspirational events, and links with community sports providers.

Question	Possible number of points	Advice / Guidance	PE Co Notes
<p>Q1. Please complete the following table about your school's extra-curricular provision (e.g. clubs) that each last for 30 minutes or more across years 1 to 6. For each entry, a sport/activity must cater for up to 15 students. If you have a single club that has more than 15 students (e.g. that has 2 coaches/instructors), please list this as two entries with the same details.</p>	<p>To score points in this section, you must target Less Active or Global Majority students. Up to 9 points can be awarded based on targeted group engagement and club offerings.</p>	<p>We evaluate your extra-curricular offering based on both the total volume of clubs provided (scaled intelligently against your school's roll) and the breadth of inclusivity for marginalised student demographics. Extra-curricular clubs are a key way schools demonstrate they are removing barriers to participation, meeting the aims of the National Curriculum for PE, supporting sustained physical activity, inclusion and pupil wellbeing. Department for Education guidance and Ofsted expectations are clear that high-quality, inclusive extra-curricular provision forms an important part of a strong PE and school sport offer.</p>	
<p>Q2. Do you provide free or very low-cost clubs for students from low-income households (PP and FSM) or targeted groups?</p>	<p>Select Yes to earn 0.5 points.</p>	<p>Providing free or very low-cost clubs for PP and FSM pupils is important because cost is a well-evidenced barrier to participation, and without targeted support, disadvantaged pupils are far less likely to access extra-curricular sport. Department for Education guidance and Ofsted expectations are clear that schools should actively remove barriers and ensure equitable access, particularly for pupils who may benefit most.</p>	
<p>Q2a. If possible, please tell us the approximate number of individual</p>	<p>This question is not directly scored.</p>	<p>If yes or most to Q2, answer Q2a. This data provides both school- and borough-level insight into how</p>	

<p>students accessing free or low-cost clubs this year.</p>		<p>many children are currently accessing free or low-cost enrichment opportunities, helping to evidence reach, identify gaps, and target support more effectively for disadvantaged pupils.</p>	
<p>Q2b. Please also provide any further details around associated charges to parents.</p>	<p>This question is not directly scored.</p>	<p>We also want to understand costs to parents so we can see whether pricing may be limiting access, identify affordability issues across schools, and better target support to remove financial barriers for families who may struggle to pay. Please provide brief details on the approximate cost per club to the child, whether you offer free, teacher-led clubs, whether you use external providers, and whether there are any differences in charges between providers.</p>	
<p>Q3. Do you monitor and review the students that are taking part in your extra-curricular and enrichment offer?</p>	<p>Select Yes to earn 0.5 points.</p>	<p>Monitoring and reviewing participation is important because it helps schools clearly see who is accessing enrichment and who is missing out, identify gaps by pupil group, and take action to make provision more inclusive, equitable and impactful rather than benefiting the same pupils repeatedly.</p>	
<p>Q4. Please select a 'typical' week from a term at your school. Based on the extra-curricular clubs registration data for that week, complete the total number of students (years 1-6) that attended clubs across each of the groups below: Boys _____</p>	<p>You will be awarded 1.25 points for fully completing the required demographic data for this question.</p>	<p>Collecting data from a typical week provides schools and MSSP with a consistent, borough-wide picture of access to extra-curricular and enrichment provision. Although individual pupils may be counted more than once if they attend multiple clubs, this approach gives a useful indication of overall access and reach without requiring detailed tracking for every session.</p>	

<p>Girls _____ SEND _____ Global Majority _____ Pupil Premium _____</p> <p>Please note: Students may be counted more than once if they attended more than one club. This question doesn't consider individual child attendances.</p>		<p>As schools collect different levels of club data, using a snapshot week allows fair comparison across settings and helps identify trends, gaps and priorities for targeted support.</p>	
<p>Q5. Based on the previous question, what was the total number of individual students that took part in an extra-curricular club that week? Please do not count students more than once if they attended several clubs.</p>	<p>You will be awarded 1.25 points for providing a valid total attendance figure.</p>	<p>This question complements the previous attendance data by showing how many unique pupils are accessing clubs, rather than how often clubs are attended. While attendance figures highlight overall demand and reach, counting individual students helps schools and MSSP understand the breadth of participation, check whether opportunities are reaching a wide range of pupils or a smaller group attending multiple clubs, and build a clearer picture of inclusion and access across the school and the borough.</p>	
<p>Q6. Have you provided or attended any one-off 'try-it' festivals, workshops, or inspirational activity days this year (including visits from local community clubs or athlete workshops/assemblies)?</p>	<p>Select Yes - More than 4 activity days/events to earn 1 point.</p> <p>Select Yes - 1-3 activity days/events to earn 0.5 points.</p>	<p>Providing or attending one-off try-it festivals, workshops or activity days gives all pupils low-pressure opportunities to explore new activities, build confidence and discover what they enjoy locally. They also especially benefit marginalised or under-represented groups by reducing barriers linked to cost or confidence and by strengthening links with local community clubs and organisations, creating clearer pathways beyond school.</p>	

Q7. Please select any of the local community club links you have developed or sustained this year.	Score 0.75 points if 4-5 clubs selected, score 1.25 points if 6 or more clubs selected	Having links with several clubs helps schools offer greater choice so more pupils can find activities they enjoy and want to continue. It also creates stronger, more reliable pathways into community sport, improving inclusion and reducing reliance on a single provider.	
Q8. What improvements would you like to make next year to increase access and create more opportunities for all students, particularly those from marginalised groups? Additionally, based on pupil voice, what extra-curricular activities would your least active students be most interested in participating in?	You must provide a detailed response of at least 75 characters to earn 0.5 points.	Using targeted pupil voice data is essential to ensure future club provision is intentionally designed to engage least active pupils rather than relying on assumptions, while also identifying and removing barriers faced by low-income households so that pupils can access extra-curricular opportunities as readily as their peers, for example through free or subsidised provision, supportive invitation processes, and inclusive club design.	

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Assessment Section 6: Competition and Performance – 16pts

This section evaluates the opportunities students have to compete and perform in a range of sports and activities, both within school and when representing their school externally.

Question	Possible number of points	Advice / Guidance	PE Co Notes
Q1. Does every student have opportunities to showcase their learning and progress in a competitive or performance setting, per term, during the year?	Select All for 2 pts, Most for 0.5 pts, or No for 0 pts.	Providing regular, inclusive opportunities to perform and reflect on learning supports confidence, resilience, motivation and physical literacy, all of which are critical to	

<p>This could include inter-house competitions, sports days or activity days, opportunities to compare personal progress against starting points through individual skills and activities, gymnastics or dance displays. Performances can take place in small groups, one-to-one, in front of the whole class or key stage - depending on what feels comfortable for each child.</p>		<p>helping children stay active for life and deal positively with challenge as they grow older. When pupils apply skills in real contexts - such as small-sided competitions, creative performances, personal challenges or demonstrations of progress - they gain a clearer understanding of what they can do and how they are improving. This builds confidence and motivation across the ability range, particularly when success is measured against personal starting points rather than comparison with others, as reflected in physical literacy guidance. Keeping performance inclusive is essential to maintaining its positive impact. Reflection is equally important.</p>	
<p>Q1a. Please provide details of your programme of intra-school competitions and performances across the year.</p>	<p>Complete required number of characters to score 1 point.</p>	<p>If selected yes or most to Q1, answer Q1a to score an additional 1 point.</p>	
<p>Q2. Do all staff and external coaches ensure that competitions and performances emphasise progress and provide a fun, safe environment where mistakes are seen as part of learning? Students should feel supported to build resilience and manage the emotions that come with performing.</p>	<p>Select Yes to earn 0.5 points. Select Somewhat to earn 0.25 points.</p>	<p>When children are supported to review what went well, what improved and what they would try next time and develop a 'growth mindset', they develop resilience, self-awareness and problem-solving skills. These transferable life skills help pupils manage challenge, feedback and pressure beyond PE and into later stages of education and adulthood. In practice, this approach helps ensure performance remains a positive experience for all abilities, reinforcing inclusion, enjoyment and long-term engagement rather than fear of failure.</p>	

<p>Q3. Please tell us how many individual students have represented your school (in Key Stage 2) at least once this year at an offsite or inter school event, and the totals across each of the groups below.</p> <p>Please note: A student must only be counted once; not for each event attended. <i>PP = Pupil Premium, FSM = Free School Meals.</i></p> <p><i>Ensure you enter a 'zero' rather than leaving any cells empty.</i></p>	<p>Participation is scored as a percentage of your total Key Stage 2 cohort:</p> <ul style="list-style-type: none"> 80%+ participation = 4 points 70%+ participation = 3 points 60%+ participation = 2 points 50%+ participation = 1.5 points 25%+ participation = 0.5 points <p>Bonus: 1 additional point is awarded if more than 10 pupils from targeted underrepresented demographics (SEND, PP, Asian, Black, Mixed, Other) participate.</p>	<p>To maximize your score in external representation, focus on broad inclusion rather than repeatedly selecting your elite athletes.</p> <p>Actively monitor your registers and ensure opportunities to represent the school externally are offered widely, with targeted encouragement and support for students from marginalised or underrepresented demographics (SEND, Pupil Premium, and Global Majorities).</p>	
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Metric	Year 3	Year 4	Year 5	Year 6
Boys	0	0	0	0
Girls	0	0	0	0
SEND	0	0	0	0
Pupil Premium / Free School Meals	0	0	0	0
Asian	0	0	0	0
Black	0	0	0	0
Mixed	0	0	0	0
Other	0	0	0	0
White	0	0	0	0
Ethnicity Undisclosed	0	0	0	0

<p>Q4. Please tell us about the events or league fixtures and the number of teams your school attended this year (in Key Stage 2)?</p> <p><i>NB. Please type in 'other' to add a new event.</i></p> <p>Please note: A 'Team' is approx. 6-13 students depending on the sport. Some examples include:</p> <ul style="list-style-type: none"> • Year 5/6 Netball (approx. 7 players) = 1 team • Year 3 Multi-Skills Festival (whole class 30+) = 3 teams • Year 5 Football 'A & B' team (approx. 6 or 7 players in each) = 2 teams • Sports Hall Athletics (B&G Squad 18 athletes) = 2 teams • Where team entries may be less than 6 students, such as gymnastic, tennis or basketball, these should count as just one entry per 6 -10 children taking part on any given day/session. 	<p>Points are allocated formulaically based how many events they entered relative to the number of pupils on their school roll scoring from 1.5 points, 3 points or up to the maximum of 5 points.</p> <p>An extra 1 point will be added if schools enter at least three separate events which specifically "Inclusive/Beginner", "SEND", or "Girls Only" (checkboxes should be selected for these).</p> <p>Event Types should be selected when the event is specific to these groups:</p> <p>Competitive – events where winners are determined through competitive performances and may progress to pathways if applicable (includes development and championship competitions)</p> <p>Inclusive – events where winning is less important and children with a range of experience and ability can take part and enjoy – such as festivals where there are no group or overall winners.</p> <p>SEND – events which specifically target children with SEND, these</p>	<p>When children represent their school at competitions and events against other schools, they can develop a strong sense of belonging, pride and responsibility, knowing they are acting as ambassadors and part of something bigger than themselves. When delivered well, these experiences build confidence and self-belief as pupils apply their learning in real contexts and see that effort and preparation matter. Competing or performing against unfamiliar peers helps children develop resilience, learning how to manage nerves, success, disappointment and feedback in a supportive environment. Representing their school also promotes sportsmanship, respect and teamwork, as pupils learn to follow rules, support others and demonstrate positive behaviour.</p>	
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<ul style="list-style-type: none"> • However, if for example only 4 children were taken to an event (no B team taken with them), this would still count as one team. 	<p>could also be inclusive or competitive.</p> <p>Girls Only – events where only girls are permitted to encourage more participation from this often marginalised group.</p>		
<p>Q5. Have you withdrawn from more than one event this year without providing at least 3 week’s notice?</p>	<p>Select No for 1 pt.</p>	<p>Late withdrawals or attending events without booking have a significant impact on the wider partnership. When schools withdraw at short notice, other schools miss the opportunity to take part, and MSSP staff have to spend additional time reorganising fixtures, adjusting formats and contacting schools. Providing sufficient notice helps ensure events run smoothly, places are offered fairly, and staff time is used effectively for the benefit of all schools.</p> <p>Exemptions: Ofsted inspection or major incident.</p>	
<p>Q6. What improvements would you like to make next year to increase access and create more opportunities for all students, particularly those from marginalised groups? Who are your key target groups to improve access and equality for?</p>	<p>You must provide a detailed response of at least 100 characters to earn 0.5 points.</p>	<p>Schools might like to plan ahead to improve access and equality by setting out key dates early, sharing event and fixture plans clearly with office staff and senior leaders, and building staff cover, transport and consent into planning from the outset. Working proactively with SLT can help reduce staffing or cost barriers that limit participation for some pupils. Schools may also want to keep simple participation registers across the year to check who has accessed clubs, festivals or competitions, ensuring opportunities are</p>	

		shared fairly and not always taken by the same pupils. Improving communication with staff and families, and investing in CPD that promotes inclusion, growth mindset and physical literacy, can help ensure performance and competition remain positive experiences for all abilities, supporting confidence, enjoyment and long-term engagement in physical activity.	
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Assessment Section 7: Sports Leaders and Pupil Voice – 10pts

This section evaluates how your school empowers students through leadership opportunities and pupil voice. It considers Sports Leaders training, volunteering, and how students influence decisions around PE, sport, and physical activity.

Question	Possible number of points	Advice / Guidance	PE Co Notes
<p>Q1. How many Year 5 or Year 6 students completed Sports Leader training this academic year, and of these, how many completed 3 or 9 hours of volunteering? You should aim to provide Sports Leaders training to at least 90% of students, including an introduction to the role, 4–6 follow-up sessions, and supported practical experience. If you have delivered training to a</p>	<p>Score 2 pts if at least 90% of the selected year group completed Sports Leader training.</p> <p>+1.5 pts if at least 45% of those trained completed 3-8 hours of volunteering.</p> <p>+1.5 pts if at least 35% of those who completed 3-8 hours went on to complete 9 or more hours.</p>	<p>A Sports Leaders programme empowers pupils to lead, increases physical activity across the school day, improves behaviour and inclusion, and builds a sustainable, pupil-led culture of sport and physical activity.</p>	

<p>younger year group please add this data to the Year 5 count.</p>			
<p>Q2. Please tell us which activities your leaders delivered or supported this year.</p>	<p>Select 5 or more options to earn 1 pt. Select 3-4 options to earn 0.5 pts.</p>	<p>A mix of Sports Leader roles allows pupils to develop a wide range of leadership skills, recognise different strengths, and understand that leadership takes many forms. By leading in varied settings – from playgrounds and PE lessons to assemblies, pupil voice and events – children become more adaptable, inclusive and confident leaders, better prepared to support physical activity and positive school culture across the whole school.</p>	
<p>Q3. Please provide details about the Sports Leaders programme and its impact on both the leaders and the wider school community.</p>	<p>You must provide a detailed response of at least 200 characters to earn 1 point.</p>	<p>A Sports Leaders programme develops confident, responsible pupils while strengthening the school’s physical activity culture. Leaders gain transferable life skills and a strong sense of belonging, while the school benefits from higher activity levels, more active and inclusive playgrounds, improved behaviour and engagement across the day, stronger pupil voice, and effective support for PE, sport and events.</p>	
<p>Q4. Have you conducted pupil voice consultation with your students this year, especially those who are typically less engaged in PE and sport (and less active) and those from marginalised groups?</p>	<p>Select Yes for 1.5 points, or Somewhat for 0.5 points.</p>	<p>Pupil voice helps pupils feel heard, valued and involved, increasing engagement, confidence and a sense of belonging. For schools, it strengthens relationships, improves behaviour and wellbeing, supports inclusive practice, and provides valuable insight to inform decision-making and continuous improvement.</p>	

Q5. What areas of PE, sport, and physical activity do pupils feel are working well?	You must provide a detailed response of at least 50 characters to earn 0.5 points.	Effective pupil voice relies on open-ended, inclusive questions that give all pupils permission to be honest. Schools should use a range of accessible approaches, particularly for SEND pupils, allowing views to be shared through conversation, visuals or alternative communication methods so every child's voice is heard and valued.	
Q6. What areas of Sports Leaders provision, PE, sport, and physical activity would pupils like to see improved or added?	You must provide a detailed response of at least 100 characters to earn 1 point.	Effective pupil voice relies on open-ended, inclusive questions that give all pupils permission to be honest. Schools should use a range of accessible approaches, particularly for SEND pupils, allowing views to be shared through conversation, visuals or alternative communication methods so every child's voice is heard and valued.	

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Assessment Section 8: Swimming and Water Safety – 6.25pts

This section evaluates how your school delivers swimming as part of the National Curriculum, supports pupils' progress and confidence, and ensures equity in attainment for all groups. It considers provision details, attainment data, preparation strategies, and plans for improvement. It also tells MSSP more about attainment for school swimming across our Borough.

Question	Possible number of points	Advice / Guidance	PE Co Notes
<p>Q1. Please provide details on the school swimming programme or scheme of work you are using / following.</p> <p>Please consider how it aligns to the Swim England Learn to</p>	You must provide a detailed response of at least 20 characters to earn 0.25 points.	Even though most schools use a local pool provider, it is still essential that lesson plans and learning objectives are understood and owned by the school's PE lead so that swimming is delivered as a planned part of	

<p>Swim programme, e.g. “We use the GLL School Swimming Programme”, or “our own staff deliver lessons from our school’s SoW.” The national curriculum aims for KS2 swimming outcomes 1,2,3 are described below:</p> <p>Swim competently, confidently, and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively (e.g., front crawl, backstroke, breaststroke).</p> <p>Perform safe self-rescue in different water-based situations.</p>		<p>the school’s curriculum, rather than as a standalone activity.</p> <p>This ensures the school can meet its statutory responsibility for the KS2 swimming outcomes, maintain progression and consistency across year groups, and assure quality and value for money from external providers.</p> <p>Awareness of lesson content and objectives allows PE leads to monitor provision, track pupil progress accurately, address gaps (including water safety and self-rescue), and demonstrate clear curriculum intent, implementation and impact to Ofsted, governors and inspectors.</p>	
<p>Q2. Do you ensure that every child has the opportunity to swim for at least 10 hours in key stage 2?</p>	<p>Select Yes to earn 0.5 points.</p>	<p>For the purposes of completing the MSSP Sports Mark, schools are asked to report against a minimum baseline of 10 hours of swimming provision. This reflects the most common local delivery model used by pool providers, where swimming is delivered in a structured block (typically across two weeks), and enables MSSP to apply a consistent and comparable measure across schools. However, it is important to be clear that 10 hours is a reporting baseline, not a guarantee of pupil attainment. The National Curriculum and Swim England guidance are outcomes-based, not time-based. Many pupils will require additional swimming</p>	

		beyond a standard 10-hour block in order to meet the expected KS2 outcomes of swimming 25 metres, using a range of strokes effectively, and performing safe self-rescue.	
Q3. Do you provide additional 'Top-Up' swimming lessons for students who have not yet achieved the three National Curriculum outcomes (swimming 25m, using a range of strokes, and performing safe self-rescue) by the end of their core swimming programme?	Select Yes to earn 0.5 points.	Schools completing the Sports Mark are expected to demonstrate not only their core swimming provision, but also how they identify pupils who have not yet met the standard and provide additional or targeted support, ensuring equity, inclusion and statutory responsibility are fully met.	
Q3a. If most students have achieved the three outcomes, do you provide activities or opportunities that enable them to progress beyond the expectations of the KS2 Swimming Curriculum?	You must provide a detailed response of at least 25 characters to earn the 0.5 points available from Q3.	If no to Q3, answer Q3a. All schools have different starting points in terms of pupils' swimming attainment. Some schools will need to provide additional top-up swimming to support pupils in meeting the expected KS2 outcomes, while others may find that a high proportion of pupils reach the required standard within a shorter period. Where pupils meet the expected levels more quickly, schools are encouraged to enhance their swimming provision by further progressing higher-attaining swimmers and introducing them to a broader range of aquatic activities, such as advanced stroke development, water safety leadership, or inclusive aquatic sport, ensuring continued challenge and progression for all pupils.	

<p>Q4. Do you keep, and update, annual records detailing students' swimming attainment across all year groups and the National Curriculum requirements for KS2 swimming?</p> <p>Please download our swimming spreadsheet template to help create your own record keeping system.</p>	<p>Select Yes to earn 0.25 points.</p>	<p>Keeping annual, up-to-date records of pupils' swimming attainment is vital so schools can evidence statutory compliance with the KS2 swimming requirements, plan effective catch-up provision, and report accurately to governors and Ofsted. Regular tracking across all year groups enables schools to identify patterns and inequalities over time, particularly for marginalised groups (e.g. disadvantaged pupils, SEND, high-mobility pupils), ensuring underachievement is noticed early and targeted action is taken so swimming remains an equitable, life-saving skill for all pupils.</p>	
<p>Q5. Please download our Swimming Provision and Attainment template (spreadsheet), complete it and upload it here to demonstrate your swimming offer to students and progress levels this academic year.</p>	<p>Please upload your completed template (or similar) document to earn 0.5 points.</p>	<p>MSSP has developed a standardised template to support schools in recording and monitoring swimming attainment data alongside key school demographics. Schools are encouraged to maintain this data year on year, as it becomes increasingly valuable when responding to later requirements, including government reporting linked to PE & Sport Premium funding, and when reviewing pupils' previous swimming experiences, particularly where attainment was gathered from provision delivered in younger year groups. All data shared should be anonymous and will be used by MSSP and Merton Council to identify borough-wide trends, highlight groups who may be unable to access or achieve in swimming, and understand which age groups are currently experiencing the greatest success. This insight will help inform how we collectively support schools to</p>	

		enhance and widen opportunities for their pupils. Swimming is a vital life skill, and MSSP is committed to addressing the inequalities faced by pupils when learning to swim, ensuring equitable access and outcomes across the borough.	
Q6. Please complete the Key Stage 2 National Curriculum swimming attainment data for your current year 6 students. The Government may also want this information displayed on your website.	Provide valid attainment numbers across all metrics to earn 0.25 points.	Year 6 swimming attainment data will be used by MSSP and Merton Council to analyse attainment at borough and ward level, identify shared challenges and patterns of underachievement, and highlight areas of strength. This information will inform future planning, targeted support for schools, and the development of funding bids and strategic interventions, helping to improve access, reduce inequalities and strengthen swimming provision across the borough.	
Q7. Based on the previous question, please tell us how many students in each of the following categories achieved KS2 Outcome 1: Swimming 25m unaided (GLL Green Level).	Provide demographic data for your swimming cohort to earn 0.5 points.	MSSP will monitor swimming outcomes across demographic subgroups to target resources at pupils facing the greatest barriers to swimming. As overall attainment across the three KS2 outcomes has historically been closely aligned, schools are asked to provide anonymised data for just the 25-metre outcome only, relating to the sex (B/G), SEND, Pupil Premium and global majority status of the Year 6 cohort. This will support the identification of trends in attainment, improve understanding of group-specific barriers, and enable the provision of more targeted and equitable support.	

<p>Q8. Please tell us about any trends you have noticed with your students' attainment and progress, alongside any parent or student feedback.</p> <p>Are there any specific groups that are finding it challenging learning to swim? Why do you think this? What do students tell you about their experiences? Do they enjoy the lessons?</p>	<p>You must provide a detailed response of at least 150 characters to earn 0.5 points.</p>	<p>By asking schools to reflect on trends in attainment and progress alongside pupil and parent feedback, they gain insight into why certain outcomes are occurring, not just what the outcomes are. This qualitative information helps identify barriers that data alone cannot reveal, such as confidence, anxiety, cultural factors, attendance, prior access to swimming, or perceptions of safety and enjoyment. Understanding whether particular groups (including girls, boys, pupils with SEND, Pupil Premium pupils or pupils from global majority backgrounds) experience greater challenge supports a deeper understanding of group-specific barriers and whether these relate to access, experience or confidence. Pupil and parent voice is also key to understanding levels of engagement and enjoyment, which directly affect progress. Overall, this question ensures future planning, support and funding decisions are informed by both evidence and lived experience, helping to reduce inequalities and maximise the impact of swimming provision.</p>	
<p>Q9. For this question we want to know how you prepare, support and encourage students to enhance their swimming attainment and water confidence. Please check all options that apply.</p>	<p>You will earn 0.25 points for each correct criteria selected, up to a maximum of 2.5 points.</p>	<p>Swimming lessons alone can only contribute so much to pupil attainment. By deliberately planning for and strengthening the wider swimming provision within their PE curriculum, schools can significantly enhance pupils' progress, confidence and outcomes.</p> <p>Actions such as preparing pupils in advance, supporting families, reinforcing water safety</p>	

		<p>through classroom learning, and ensuring inclusive, well-supported delivery all help reduce barriers and maximise the impact of time spent in the water.</p> <p>The statements listed reflect practical, proven ways schools can create the right conditions for children to succeed in swimming, particularly those who may need additional reassurance, preparation or support.</p>	
<p>Q10. What changes would you like to make to improve equity in swimming attainment and confidence? If most pupils can already swim well, how do you progress them further and introduce other aquatic sports?</p>	<p>You must provide a detailed response of at least 150 characters to earn 0.5 points.</p>	<p>Swimming is a vital life skill, and while families and community settings play an important role, schools are uniquely placed to provide equitable access to high-quality swimming and water-safety education for all children. By reflecting on how they use available resources, partnerships and curriculum time, schools can identify practical changes that reduce barriers, build confidence and improve attainment for pupils who may otherwise miss out. Developing a clear understanding of the barriers pupils face also enables more targeted and effective approaches, ensuring support is directed where it is most needed.</p>	
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<p>Summary: Assessment Review & Scoring</p>			
<p>Please review your predicted grade and final scoring breakdown below.</p>	<p>Please review the questions below where you scored less than the maximum score.</p>	<p>Ready to Submit? Submitting your Sports Mark assessment will lock all sections from further editing and</p>	

<p>Once you are satisfied with your results, you can officially submit your assessment at the bottom of this page.</p>	<p>You can click to return to the relevant section to refine your answers before submitting your final assessment below.</p>	<p>notify the MSSP team that your data is finalized and ready for review and final grading.</p> <p>Email the overview to your registered email address for easy reference.</p>	
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