

FA Girls’ Football School Partnership supported by Barclays Baseline Survey (Primary)

Below is a questionnaire about current and future provision for girls’ football in curriculum time in your school. Please answer all questions if possible, making as accurate an estimation

as possible where necessary.

Guidance

Curriculum delivery is measured against the following criteria:

**KS1 -** By the end of KS1, all girls will have participated in a range of age and stage appropriate activities which develop their fundamental movement skills including activities which involve working moving with a ball and kicking a ball. Activities will be fun and engaging and cooperative and competitive in nature with learners playing on their own and with others. Learners will explicitly learn how to demonstrate honesty and courage and they will play with gratitude, empathy and fairness.

**KS2 -** By the end of KS2, all girls will have participated in a range of activities including invasion games for a period of sequential learning. Through this, they will continue to develop their fundamental movement patterns; will start to develop sport specific skills and will be able to apply these to recognised small sided games including futsal and 5 aside football. All learners will explicitly learn how to play with integrity and trust and will learn how to respect others and will try understand why things happened the way they did.

**School Information:**

**School Name: …………………………………………………………………**

**School Post Code ……………………………………………………………**

**School URN ……………………………………………………………**

1. How many girls were on school roll in **KS1** in the 2018-2019 academic year? …………………..
2. How many girls were on school roll in **KS2** in the 2018-2019 academic year? …………………..
3. How many girls are on school roll in **KS1** for the 2019-2020 academic year? …………………..
4. How many girls are on school roll in **KS2** for the 2019-2020 academic year? …………………..

**KS1**

1. How many minutes of PE were on the curriculum per week in the 2018-2019 academic year? …………………..
2. How many lessons of PE were delivered per week in the 2018-19 academic year? …………………..
3. Are your PE lessons mixed gender? …………………..
4. How many PE lessons did you deliver to KS1 girls in the 2018-19 academic year where girls participated in a range of age and stage appropriate activities which developed their fundamental movement skills including activities which involved working and moving with a ball and kicking a ball? (Please refer to the guidance tab for a full description). …………………..
5. How many girls in KS1 took part in these lessons? …………………..
6. Of the girls in the KS1 lessons how many are BAME? …………………..
7. Of the girls taking part in the KS1 lessons how many have SEND? …………………..
8. How many minutes of PE are on the curriculum per week in the 2019-2020 academic year? …………………..
9. How many PE lessons do you plan to deliver to KS1 girls in the 2019-20 academic year where girls participate in a range of age and stage appropriate activities which develop their fundamental movement skills including activities which involve working and moving with a ball and kicking a ball? (Please refer to the guidance tab for a full description). …………………..
10. Select which of the following would be most beneficial to support you with embedding girls' football in the curriculum:

Online resource card

Hard copy resource card

Face to face teacher training

Online teacher training

Videos demonstrating activity

**KS2**

1. How many minutes of PE were on the curriculum per week in the 2018-2019 academic year? …………………..
2. How many lessons of PE were delivered per week in the 2018-19 academic year? …………………..
3. Are your PE lessons mixed gender? …………………..
4. How many PE lessons did you deliver to KS2 girls in the 2018-19 academic year where all girls have participated in a range of activities including invasion games. Through this, they have continued to develop their fundamental movement patterns; and started to develop sport specific skills which can be applied to recognised small sided games including futsal and 5-aside football? (Please refer to guidance tab for full description). …………………..
5. How many girls in KS2 took part in these lessons? …………………..
6. Of the girls in the KS2 lessons how many are BAME? …………………..
7. Of the girls taking part in the KS2 lessons how many have SEND? …………………..
8. How many minutes of PE are on the curriculum per week in the 2019-2020 academic year? …………………..
9. How many PE lessons do you plan to deliver to KS2 girls in the 2019-20 academic year where all girls will participate in a range of activities including invasion games. Through this, they will continue to develop their fundamental movement patterns; and start to develop sport specific skills which can be applied to recognised small sided games including futsal and 5-aside football? (Please refer to guidance tab for full description). …………………..
10. Select which of the following would be most beneficial to support you with embedding girls' football in the curriculum:

Online resource card

Hard copy resource card

Face to face teacher training

Online teacher training

Videos demonstrating activity

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Thankyou