



Our Impact Report

Celebrating improvements in Staff Confidence, Pupil Engagement,
Pupil Progress and the Broader Impact of real PE across the school



In partnership with Create Development

Subject Leader Report

Developing and delivering an outstanding PE Curriculum for all children



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Our Impact Report

Staff Confidence:

To maximise learning and impact, **real PE** was supported by a comprehensive programme of training and support. The subject leader was introduced to a new approach to teaching PE which was followed by a whole school inset for all staff. The model also allowed the subject leader to use the **real PE** approach with their pupils and to support other staff before a review at the next training day. This ensured a full understanding and the sharing of best practice (through the creation of a community of learning.)

Where we are now




A sustained commitment is established to improve the quality of existing PE teaching through continuing professional development in PE, so that all primary pupils improve their health, skills and physical literacy, and have exposure to a broader range of activities.

A needs-led staff development plan is established including provision of relevant externally provided training, supporting resources and teaching aids.

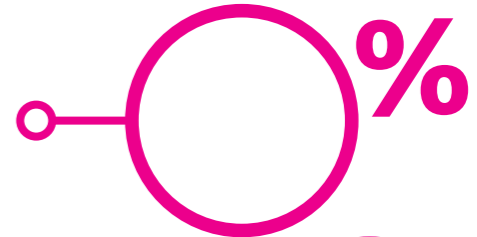

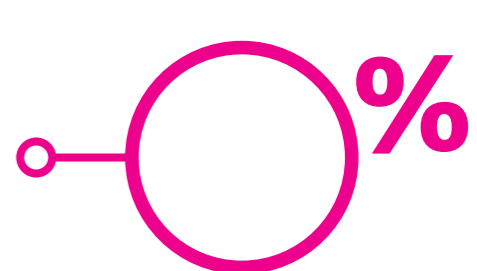
An evidenced increase in staff confidence and positive perception has led to an increase in quality of learning and teaching, with individual staff taking greater responsibility for their own future development.



Initial assessment

- What percentage of staff enjoy teaching PE? 
- What percentage of staff feel confident to teach PE? 
- What percentage of staff feel empowered to teach high quality PE lessons? 

Re-assessment

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Pupil Engagement:

Where we are now

All pupils are included within lessons with activity levels high. Teaching is well judged and often imaginative producing high levels of engagement from all pupils.

Pupils are working at different and appropriate levels, with interventions personalised to challenge and support all groups.

Effective and timely review of learning by teachers and pupils is an integral part of all lessons.

Consistent praise of positive behaviours means pupils have highly positive experiences in the subject and consequently want and expect to do well.



Initial assessment

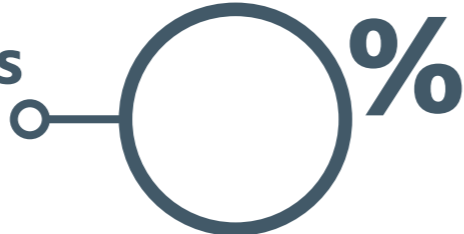
What percentage of pupils enjoy PE?



What percentage of pupils feel successful in PE?

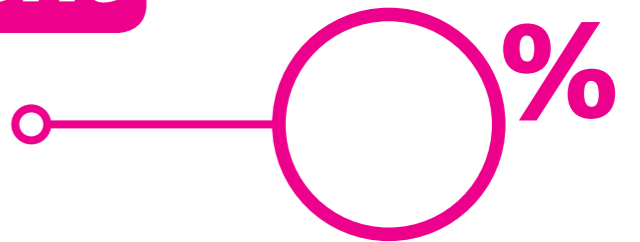


What percentage of pupils feel challenged in PE?

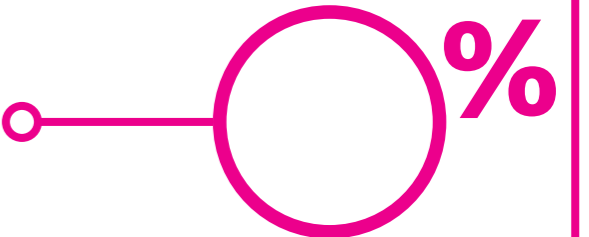


Re-assessment

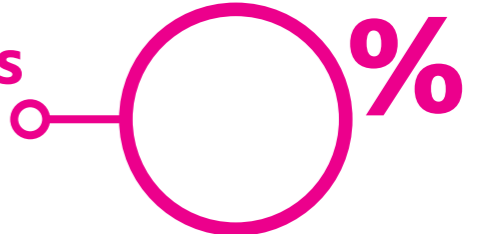
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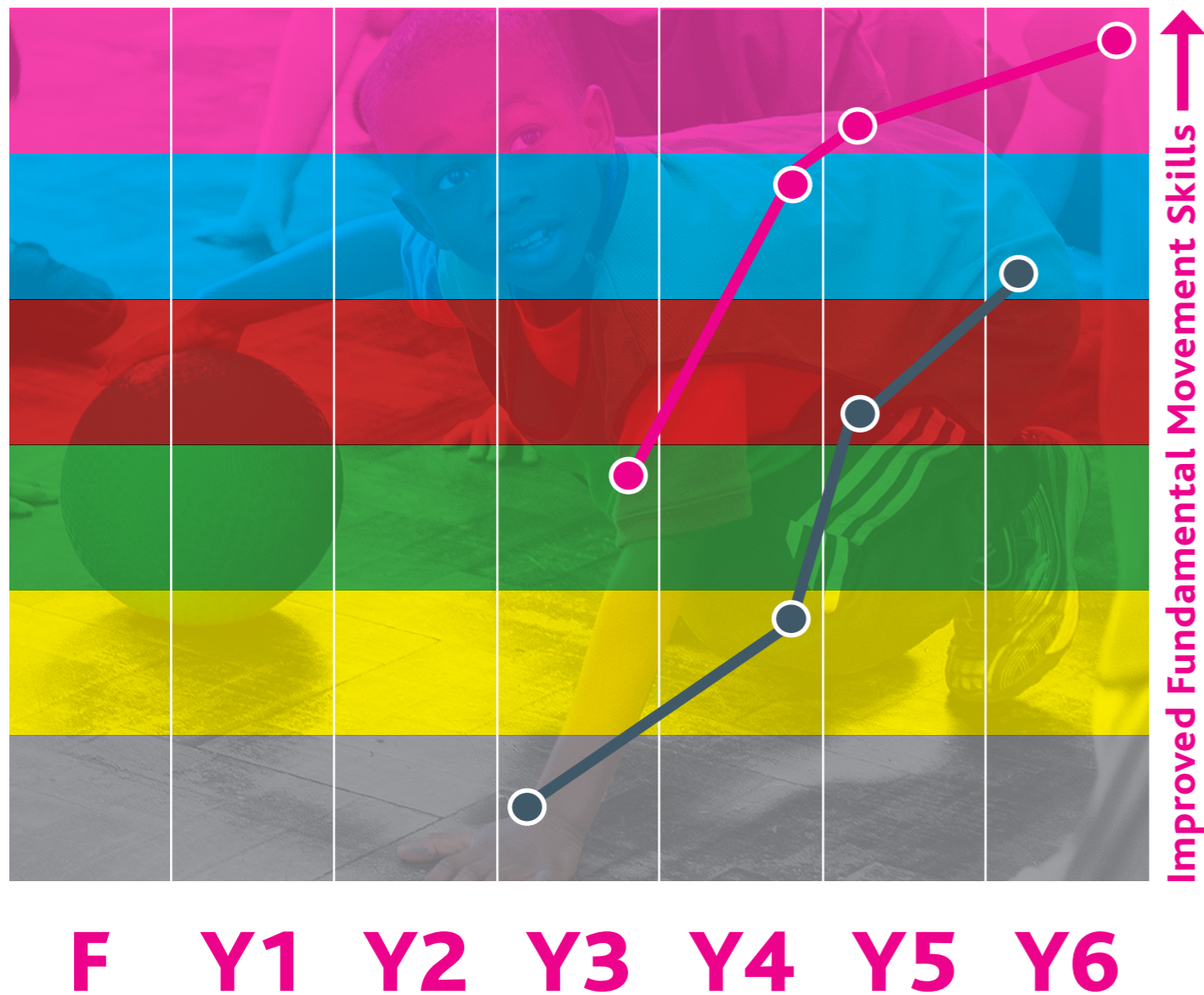
Pupil Progress:

See appendices on pages 14-17 for further detail of assessment criteria

The graph below uses the colour coded progressions of the FUNS programme to show the improvements in children's Fundamental Movement Skills by Year group within the academic year.

KEY for all Pupil Progress graphs:

█ Initial assessment Date 01/09/2021
█ Re-assessment Date 08/07/2022



Where we are now

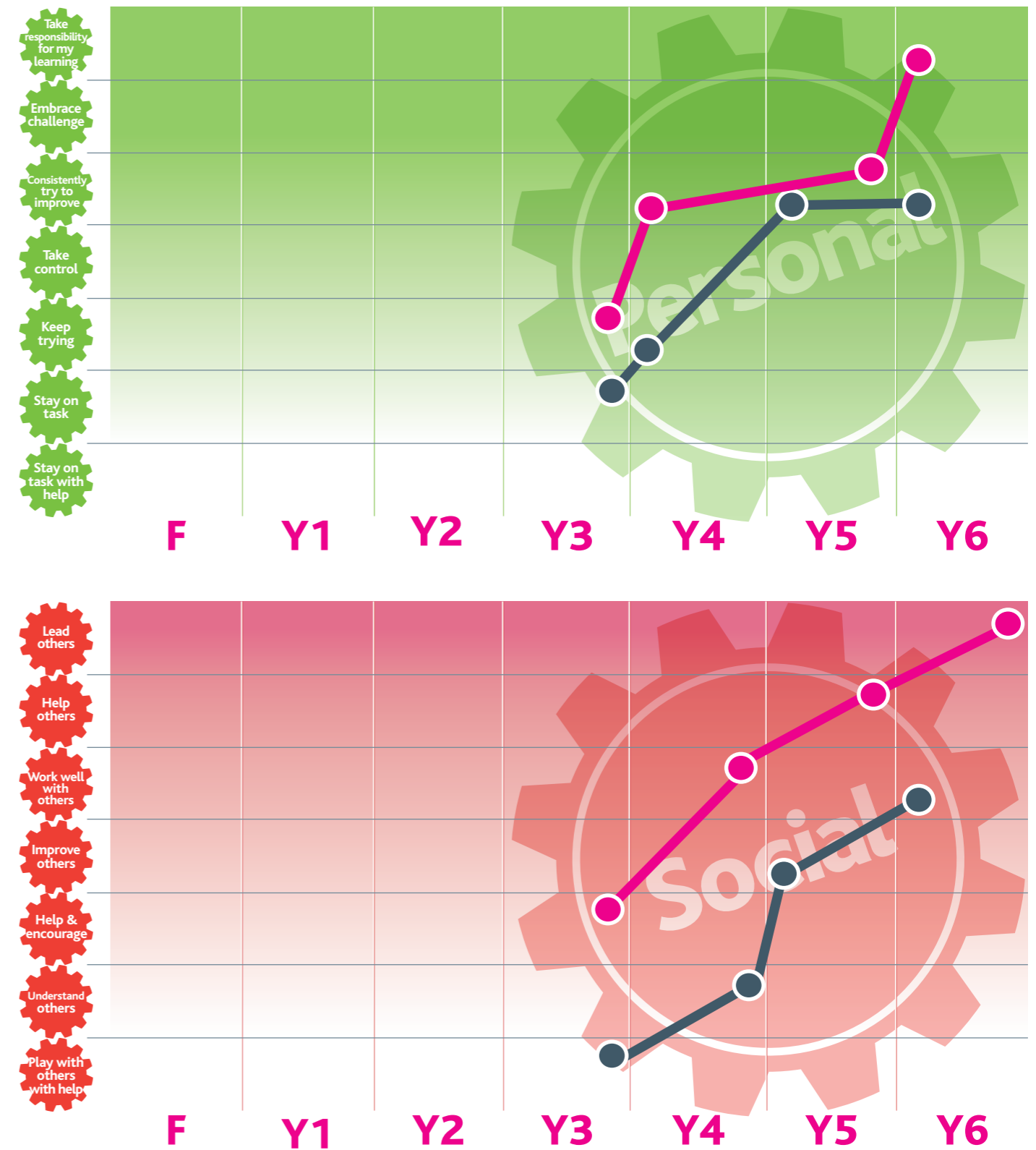
Clear learning journeys are established so that pupil progress can be recognised.

Less able pupils are supported effectively and the more able appropriately challenged so all groups make clear and evidenced progress.

All pupils are making secure and sustained progress aligned to the assessment framework.

A culture of high expectation with an established growth mindset amongst pupils is evident.

This graph shows improvements in children's learning behaviours (Personal and Social abilities) as developed through **real PE** within the academic year.



Profile and Broader Impact of PE:

What we have achieved

A clear plan and report has been agreed and shared showing the spending of the PE & Sport Premium funding and the impact of the spending.

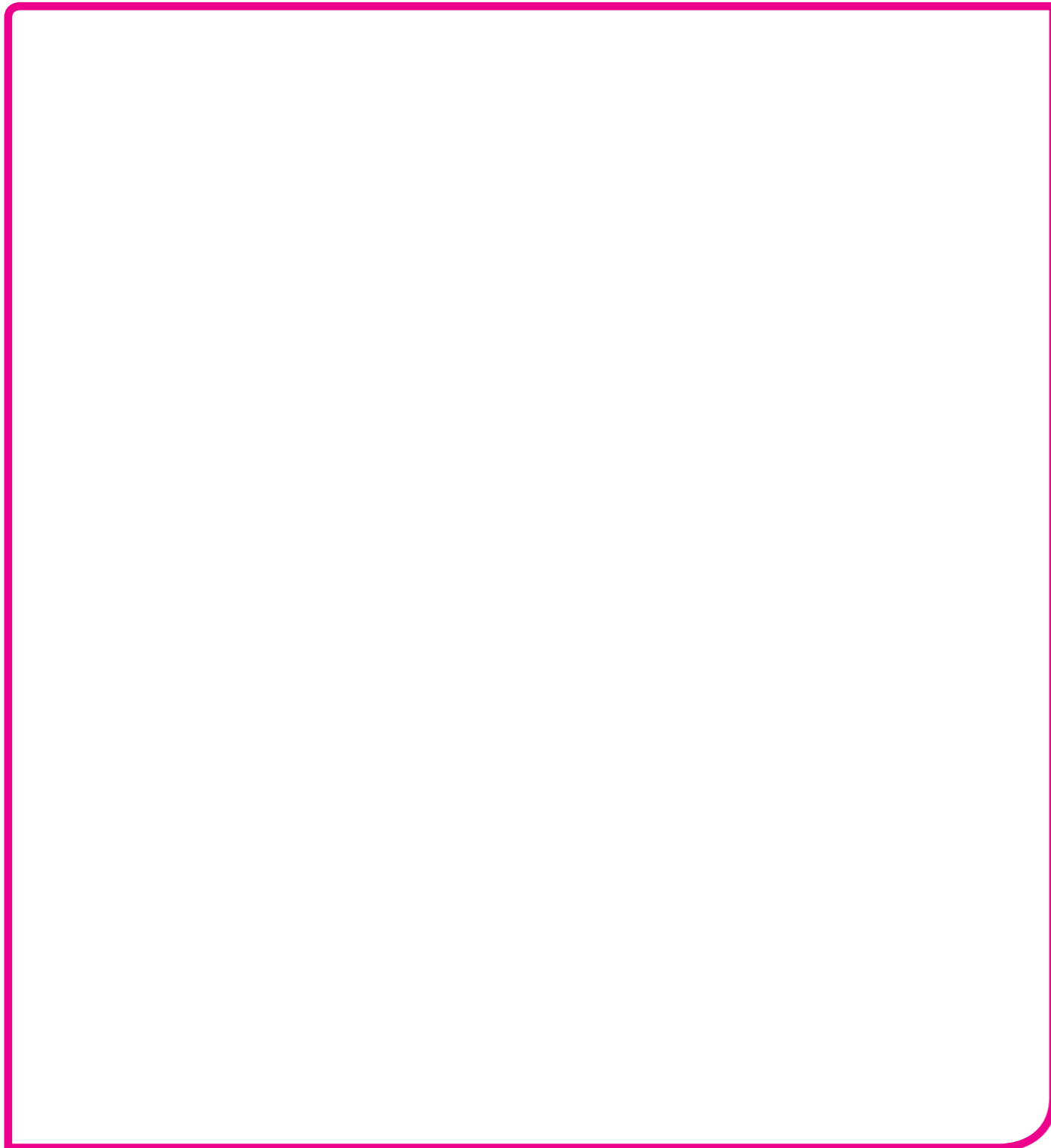
Positive displays in the school highlight and celebrate positive PE experiences.

Pupils have at least 2 hours of core PE lessons each week in all Key Stages with the role of PE and Sport seen as central to creating healthy and active learners.

A broader impact on whole school improvement has been recognised by parents, governors, senior leaders and across all staff. PE is highly valued throughout the school community.



Next Steps...



giving EVERY child the physical literacy, emotional and thinking skills to achieve in PE, Sport and life



families playing and learning together



enabling EVERY child to stretch themselves



transforming coaching habits to develop children's essential learning behaviours



enabling EVERY child to develop Leadership Fundamentals

SHARE THE **Create experience!**

Appendix 1:

FUNS for everyone forms a central spine throughout **real PE**. It is a progressive programme designed to include, challenge and support the development of FMS at all ages, stages and abilities. FUNS includes over 200 physical challenges organised into 12 Stations and 6 progressive coloured levels, covering a range of balance, coordination and agility areas and enables assessment and monitoring of progress.

The table below shows just some examples of the progressive challenges involved in the programme.

Balance	Pre-yellow	<ul style="list-style-type: none"> 1 leg balance ● 10 secs (both sides) 	<ul style="list-style-type: none"> 1 leg balance ● 5 x mini-squats (both sides) 	<ul style="list-style-type: none"> 1 leg balance ● 30 secs with eyes closed and 5 x ankle extensions (both sides) 	<ul style="list-style-type: none"> 1 leg balance ● 5 x mini-squats with eyes closed (both sides) 	<ul style="list-style-type: none"> 1 leg balance ● 10 x squats to ankle extensions eyes open then eyes closed (both sides)
		<ul style="list-style-type: none"> Seated balance ● 10 secs with no hands/feet down 	<ul style="list-style-type: none"> Seated balance ● Transfer cone (swapping hands) with no hands/feet down 	<ul style="list-style-type: none"> Seated balance ● Hold dish shape for 5 secs 	<ul style="list-style-type: none"> Seated balance ● Hold v-sit for 10 secs 	<ul style="list-style-type: none"> Seated balance ● With hands and feet off floor and eyes closed, retrieve cones from front/side/behind
		<ul style="list-style-type: none"> Floorwork ● 10 secs in mini-front support 	<ul style="list-style-type: none"> Floorwork ● Transfer cone in mini-front and mini-back support 	<ul style="list-style-type: none"> Floorwork ● Hold full front support and transfer cone in full front support 	<ul style="list-style-type: none"> Floorwork ● Transfer tennis ball in front and back support 	<ul style="list-style-type: none"> Floorwork ● Transfer tennis ball in front and back support
Coordination	Pre-yellow	<ul style="list-style-type: none"> Sending & receiving ● Roll/collect and throw/catch large ball with 2 hands x 5 	<ul style="list-style-type: none"> Sending & receiving ● Throw and catch tennis ball with opposite hand (both directions) with and without bounce x 5 	<ul style="list-style-type: none"> Sending & receiving ● Alternately strike 2 large balls using both hands x 5 / kick with alternate feet x 5 	<ul style="list-style-type: none"> Sending & receiving ● Throw and catch 2 balls in a circuit (in both directions) x 5 	<ul style="list-style-type: none"> Sending & receiving ● Throw and catch 3 balls in a circuit (in both directions) for 30 secs
		<ul style="list-style-type: none"> Footwork ● Side-step, hop, gallop and skip 	<ul style="list-style-type: none"> Footwork ● Side-step with front and reverse pivots 	<ul style="list-style-type: none"> Footwork ● Hop-scotch off alternate leg forwards and backwards 	<ul style="list-style-type: none"> Footwork ● 3 step zigzag patterns forwards at speed with knee raise across body/heel raise 	<ul style="list-style-type: none"> Footwork ● 3 step zigzag patterns backwards at speed with knee raise across body
Dynamic Balance to Agility	Pre-yellow	<ul style="list-style-type: none"> Jumping and landing ● Jump from 2 feet to 2 feet forwards, backwards and side to side with rhythm x 3 	<ul style="list-style-type: none"> Jumping and landing ● Jump from 2 feet to 2 feet with quarter turn in both directions x 3 	<ul style="list-style-type: none"> Jumping and landing ● Jump from 2 feet to 2 feet with 180 turn in both directions x 3 	<ul style="list-style-type: none"> Jumping and landing ● 1 foot to 1 foot jumps sideways with knee raise and freeze on landing (hop / 1 foot to other) x 3 	<ul style="list-style-type: none"> Jumping and landing ● 1 foot to 1 foot jumps sideways with knee raise and freeze on landing (hop / 1 foot to other) x 3
		<ul style="list-style-type: none"> Reaction/Response ● From 1,2 and 3 metres catch a large ball after 2 and then 1 bounce x 3 	<ul style="list-style-type: none"> Reaction/Response ● From 1, 2 and 3 metres catch tennis ball after 1 bounce x 3 	<ul style="list-style-type: none"> Reaction/Response ● From 1, 2 and 3 metres catch tennis ball after 1 bounce, balancing on one leg x 3 	<ul style="list-style-type: none"> Reaction/Response ● From 1, 2 and 3 metres catch tennis ball after 1 bounce, with step and hand across body 	<ul style="list-style-type: none"> Reaction/Response ● From 1, 2 and 3 metres, face away, respond to shout, turn and catch tennis ball after 1 bounce

Appendix 2:

High quality teaching and learning in PE is characterised by a broad, holistic approach where the aim is to develop the 'whole child'.

real PE has, therefore, been built around an assessment framework with clear learning journeys which develops a range of **personal, social, physical, health & fitness, cognitive and creative** abilities. Such 'abilities' also help align PE with whole school aims and other key agendas. The tables below show the learning journeys used to support and celebrate pupils' progress in their personal and social skills.



6	Take responsibility for my learning	Create learning plan and revise that plan when necessary. Accept critical feedback and make changes.
5	Embrace challenge	See all new challenges as opportunities to learn and develop. Recognise strengths and weaknesses and set appropriate targets.
4	Consistently try to improve	Cope well and react positively when things become difficult. Persevere with a task and improve performance through regular practice.
3	Take control	Know where I am with my learning and begin to challenge myself.
2	Keep trying	Try several times if at first I don't succeed and ask for help when appropriate.
1	Stay on task	Follow instructions, practise safely and work on simple tasks by myself.
Pre-1	Stay on task with help	Enjoy working on simple tasks with help.

6	Lead others	Involve others and motivate those around me to perform better.
5	Help others	Give and receive sensitive feedback to improve myself and others. Negotiate and collaborate appropriately.
4	Work well with others	Cooperate well with others and give helpful feedback. Help organise roles & responsibilities and guide a small group through a task.
3	Improve others	Show patience and support others, listening carefully to them about our work. Happy to show and tell others about my ideas.
2	Help & encourage	Help, praise and encourage others in their learning.
1	Understand others	Work sensibly with others, taking turns and sharing.
Pre-1	Play with others with help	Play with others and take turns and share with help.

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**Creating positive relationships
with physical activity for life**

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