

KWS P.E. Report

Summer 2 – July 2022

Summary of Main Findings

Key Areas to Celebrate:

- Coverage is significantly improved from last year and topics have been fixed to ensure consistency.
- Staff voice indicates that Toolkit is making an impact upon quality of teaching and knowledge retention.
- Positive learning walks, work scrutiny and pupil voice support subject SEF judgement of Good.
- Opportunities to compete and practise skills built into Enrichment and Enhancement opportunities.
- Pupils speak positively about P.E. and their learning experiences. Most enjoy P.E. and speak passionately about it.
- Pupil data is more accurate than the previous data collections and broadly in line with core subject outcomes.
- **CPD** - Paul Halfpenny (mixed), Kate Kirby (dance), '*Chance to Shine*' and Geoff Ellis (cricket)
- **Trips** - Y5 visit Trent Bridge (local history/celebrating KWS's cricketing heritage),
- **Residential** - Ashbourne, Norfolk, Walesby, Shining Cliff (outdoor adventurous activity – mountain biking, hiking, camping, tree climbing, mining, orienteering)
- **Competitions and Events** - Football team, netball team, futsal tournament, athletics tournaments, cross country events, house competitions (Sports Day, orienteering, cricket, football)
- **Extra-Curricular** - Dance Club, Football Club, Netball Club, Fitness Circuit Club, *Learn to Skate* programme, crazy golf, after-school cricket coaching
- **Displays** – Sport/PE display

Part 1: Discussion with Senior Leaders / Subject Leaders

- Leaders confidently articulate their approach to the sequential teaching of P.E. across the school. There is a skills and knowledge progression document in place to support teachers in understanding the required knowledge and skills to be taught in each year group.
- The school employs a sports coach to provide CPD each week for Years 2-6 to ensure the progression of skills in discrete P.E. areas. – Separate planning is provided to ensure this.
- The sports coach also provides opportunities for invited pupils to attend a hockey club after school.
- The school employs a dance teacher each week to support the development of motor skills primary in EYFS and KS1 with additional opportunities for children in KS2 including an extra curricular dance club.

- Each year group teaches 2 hours of P.E. a week. In addition to this, there is a Daily Mile time provided everyday to promote fitness and wellbeing.
- The teacher toolkit is designed to follow a whole school intent model of PROVIDE, ENHANCE, ENRICH, BE.
- Planning ensures the incremental building up of the knowledge and skills. This is mapped out in medium term plans which identify the areas of P.E. being taught in each half term, as well as which skills will be taught to acquire the knowledge and when they are being taught.
- Prior learning is identified in the toolkit. Teachers are able to see the skills and knowledge that was taught in previous year groups to inform their own planning.
- Evidence for progress and attainment is found in end of year teacher assessments, as well as through a range of monitoring activities such as work scrutiny, pupil interviews and learning walks.
- The subject leader cites evidence of disadvantaged pupils achieving broadly in line with their non-disadvantaged peers. Data collection occurs at the end of the year and is informed by the assessments identified above. In some cases, data for disadvantaged pupils is more positive than in core subjects.
- From a range of evidence, leaders believe that achievement in P.E. is broadly more positive to achievement in Maths and English.
- Leaders provide a clear example of identifying a weakness – i.e. continuing to improve opportunities for embedding skills at lunchtimes/playtimes through new play equipment, developing play-leaders. Methods of providing substantive evidence to confirm assessment judgements beyond pupil voice and lesson observations.
- To quality assure delivery of P.E. and to support colleagues, the subject leader conducts learning walks, conducts observations, checks planning, talks to pupils, carries out work scrutiny and provides training inputs.
- Improvement plans for P.E. are clear and concise. This includes improvements identified above.
- The subject facilitator attends the subject networking group across ASPIRE MAT and supports the P.E. facilitator in managing and auditing the curriculum. The subject facilitator also works actively within the local family of schools to provide opportunities to compete.

Part 2: Book Scrutiny: Coverage and Achievement

- Coverage and evidence is checked through pupil interview, staff voice, learning walks and lesson observations.
- From academic year 22-23, staff will be expected to take photographic evidence in sessions delivered by the sports coach to support teacher assessments.
- Planning is concise and explicitly states how skills will be taught and delivered, and how this learning builds upon prior learning.

Part 3: Discussion with Pupils

- Pupils express an overwhelming enthusiasm for P.E., especially for acquiring new knowledge and for practical activities:
 - “P.E. is my favourite subject. I love learning new skills, getting better and playing with my friends”

- "I love learning new sports like hockey. I don't get chance to do it anywhere else."
- "Mr. Aldridge is great at teaching P.E. he explains all the skills to help me get better."
- "I play in the football team and we play against other schools. It's a good way to make new friends."
- "Sports' Day is my favourite day... one day, Red House WILL win!"
- Pupils were clear that they are getting better at P.E..
 - "When I was in the infants, I couldn't do a cartwheel. I practised on the bench until I could do it."
 - "I practise and practised until I could do a front flip on to the mat. I had to show Mr. Halfpenny first."
 - I have learned different rules and tactics to help me win at games"
- Pupils could identify the topics they had been taught previously.
 - "We do the same topics every year, I think. But it gets harder each time we learn it."
 - "I really liked doing tennis last year. It is harder to stop the ball from hitting the net, but I will practise again this year."

Part 4: Discussions with Teachers

- Teachers can discuss how P.E. units are planned and how they know what to teach.
- Teachers are able to explain a child's journey both within their year group and beyond using the toolkit to identify prior and future learning.
- Teachers identified that linked learning is important to the school and supports a opportunities to identify passions and talents to compete beyond the school, such as football, netball, multi-skills etc.
- Teachers' responses make it clear that the school's progression and planning documents greatly support the incremental journey from Early Years to Year 6.

Conclusion: Whilst a single subject deep dive is never going to provide enough evidence for a secure Quality of Education judgement, the key question we ask on each deep dive is the same: "Does the evidence of this deep dive support or challenge the school's self-evaluation for Quality of Education?"

I feel this P.E. curriculum review supports the school's self-evaluation of good.

Recommendations:

THIS SUBJECT AREA HAS BEEN IDENTIFIED FOR CURRICULUM IMPROVEMENT IN ACADEMIC YEAR 22-23

- Continue to develop opportunities to check assessments through time-efficient methods.
- Developing pupil vocabulary – talking during the topic and when recalling taught information. Are children using this vocabulary for specific topic vocabulary in pupil interviews?
- Pupils articulating metacognition in history "How are you getting better and how do you know?"

- Subject Leaders to continue to strengthen understanding of EYFS and how to track this knowledge and skills progression
- Continue to develop links across the MAT – “what does expected standard look like? How are we measuring it?”
- Provide opportunities to compete across the MAT to strengthen Mat relationships.