



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

We were determined to explore an approach and supporting resources that would directly align with the vision and values of our school. We know active, healthy children achieve more. It was essential that Physical Education supported the philosophy of **Milborne St Andrew First School**, developed the whole child and that every pupil felt included, challenged and supported. We wanted a programme of training and materials that, with the subject leader's guidance and mentoring, enabled all teachers and support staff to deliver exciting and engaging lessons with the confidence over time to deliver outstanding outcomes for all children. It was essential for us that we could demonstrate and evidence clear impact of learning, perceptions and positive behaviours and make the very best sustainable use of our PE and Sport Premium spend. We believe we can create an enabling environment in PE where young people feel included, valued, challenged and supported to achieve their maximum potential, in school and in life.

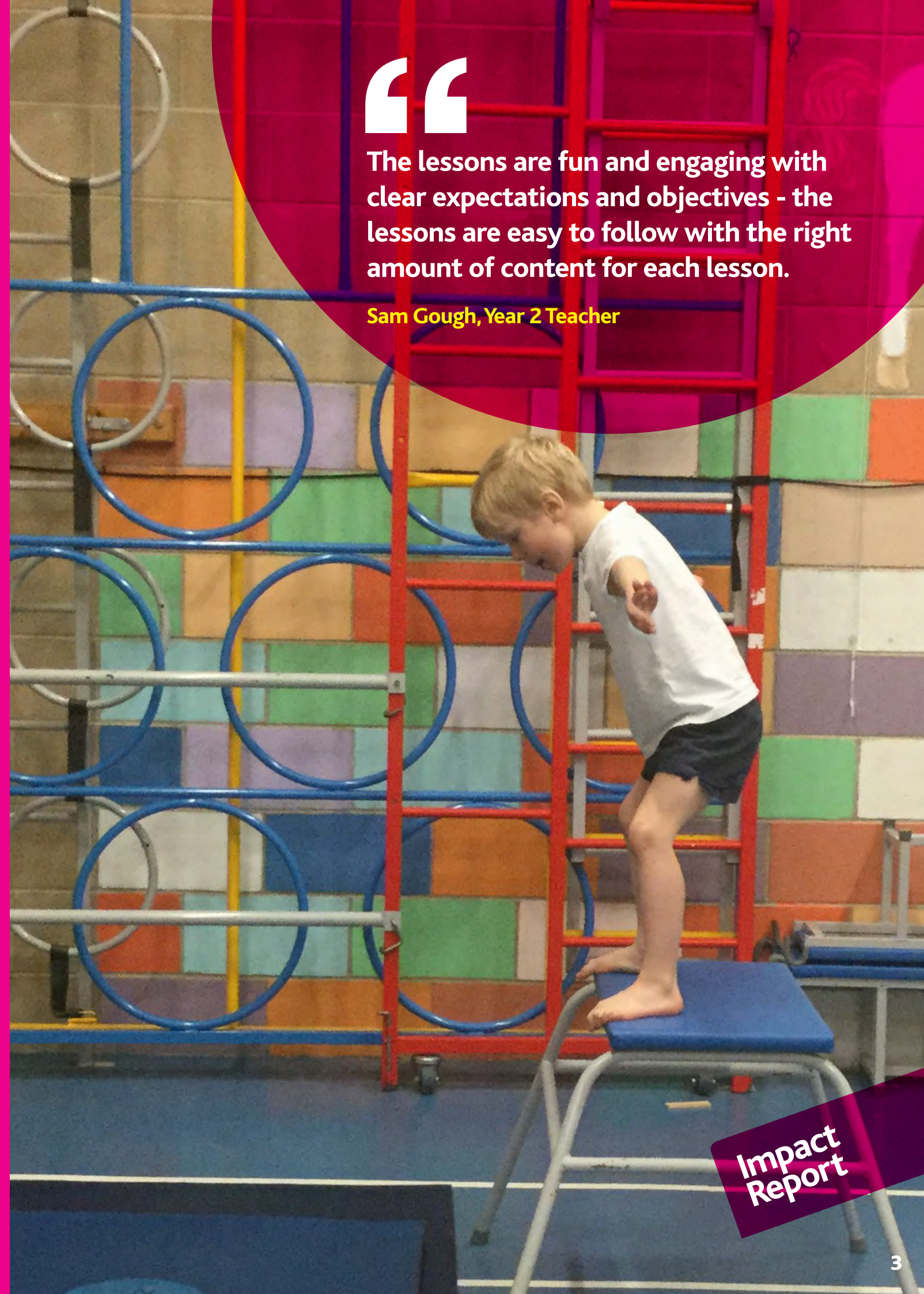
Create Development share our ambition and have a vision to create positive relationships with physical activity for life. Their vision is to redefine what's possible for PE, Sport and physical activity through a new, positive and inclusive culture. **real PE** is a PE curriculum, philosophy and approach which helps ALL children develop the physical literacy, emotional and thinking skills to achieve in PE, sport and life. It places the learner at the heart of practice with the ultimate goal of transforming how we teach PE, applying all of the high quality learning and teaching skills that have become the norm in other subjects. It supports teachers and other practitioners to make small changes that will have a significant impact on their learners.

Jenna Wittman, PE Coordinator and Class Teacher



The lessons are fun and engaging with clear expectations and objectives - the lessons are easy to follow with the right amount of content for each lesson.

Sam Gough, Year 2 Teacher

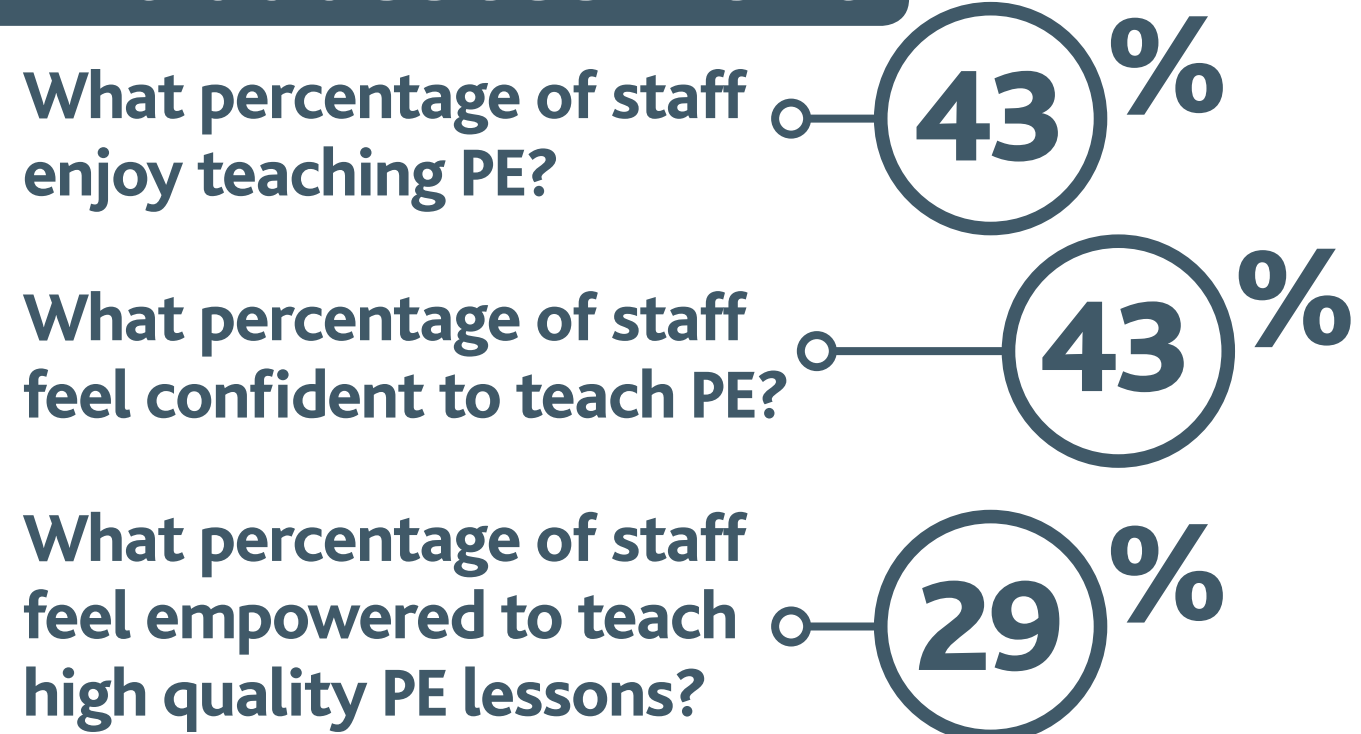


Impact Report

Staff Confidence:

To maximise learning and impact, **real PE** was supported by a 3-day 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.)

Initial assessment



Where we are now

A sustained commitment is established to improve the quality of existing PE teaching through continuing professional development in PE for generalists, 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.

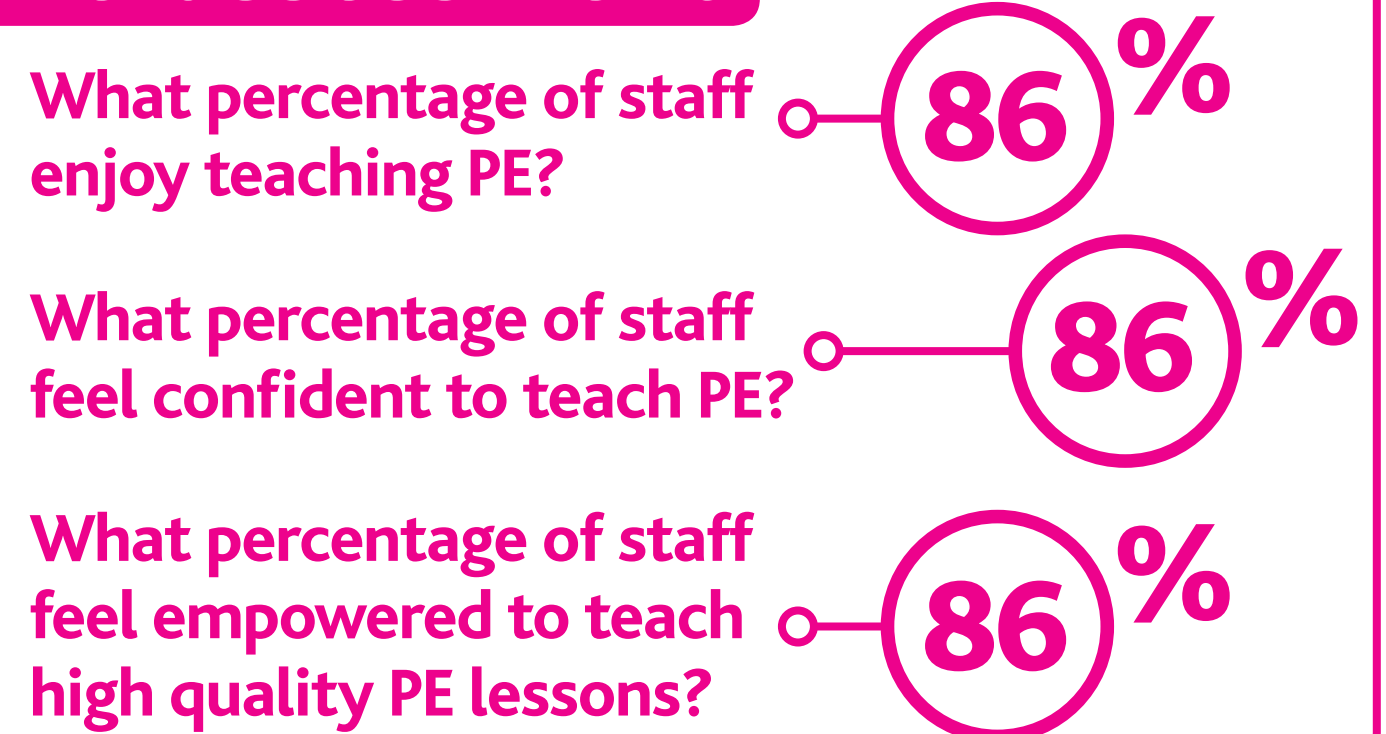
An evidenced increase in staff confidence and positive perception has led to an increase in quality of learning and teaching, with individual staff taking greater responsibility for their own future development.



I feel more confident when teaching PE now as I am following clear plans with lots of ideas for a skills based lesson with smaller progressive steps.

Audrey Andrews, Year 1 Teacher

Re-assessment



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.

“

I like seeing how good I am and stretching my body. It is tricky, especially some of the challenges but I like the games and now I can throw further and run faster.

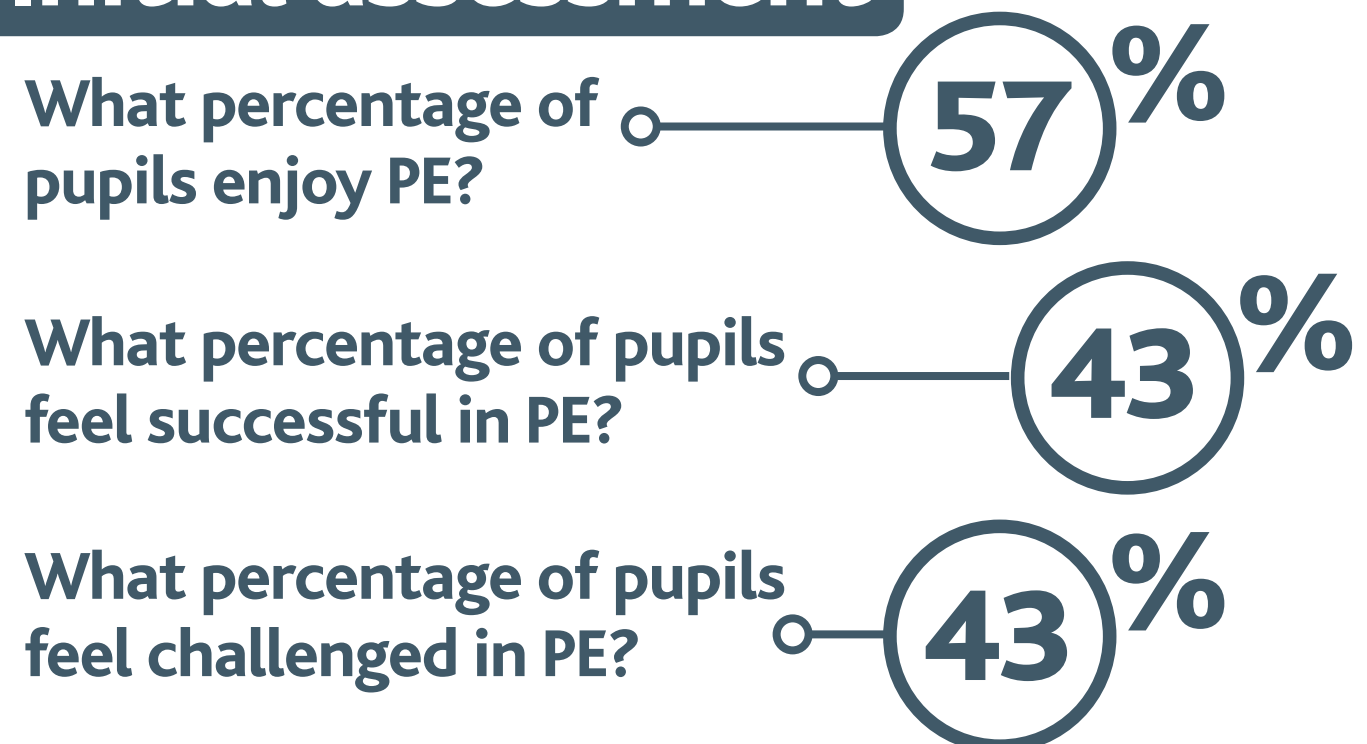
Tess, Year 3

“

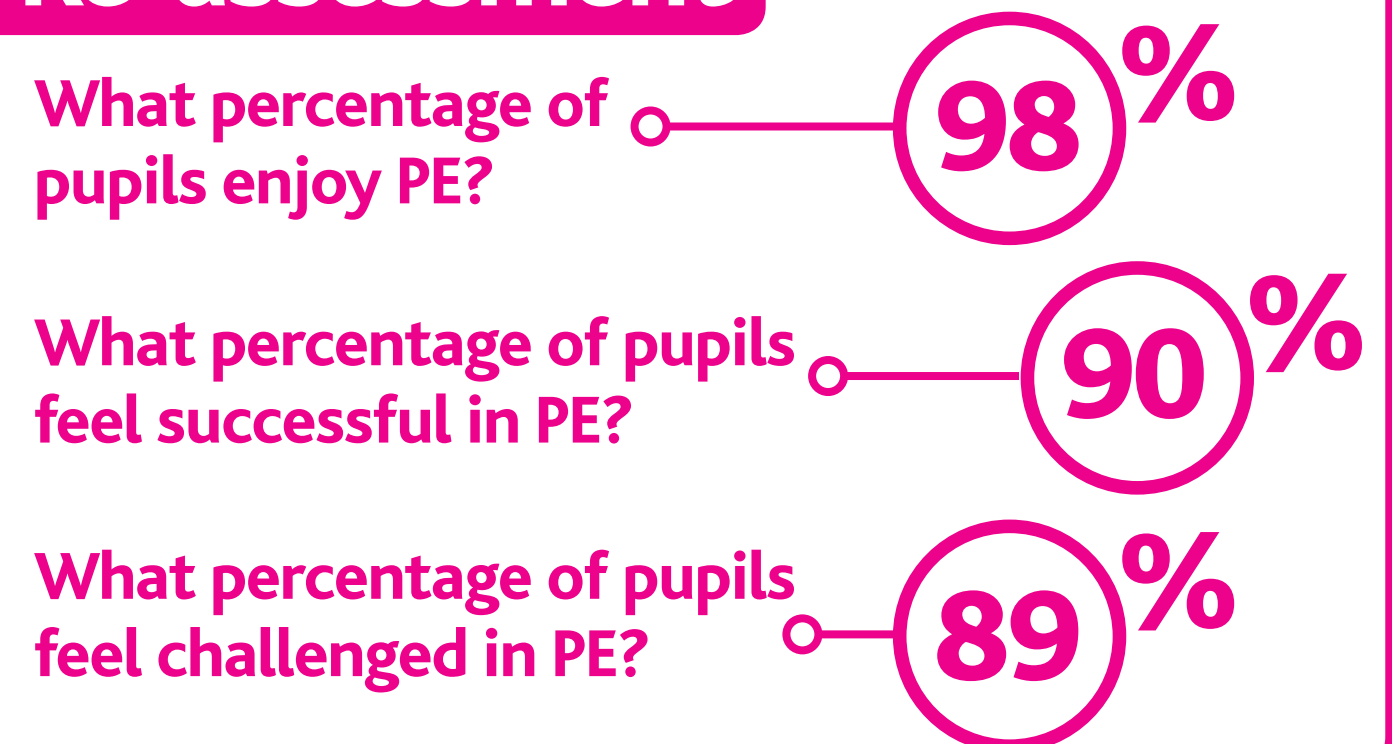
Miss Wittman practises with us and the levels get unlocked! We get better and better and by the end we can do a hard challenge.

Martha C, Year R

Initial assessment



Re-assessment



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.

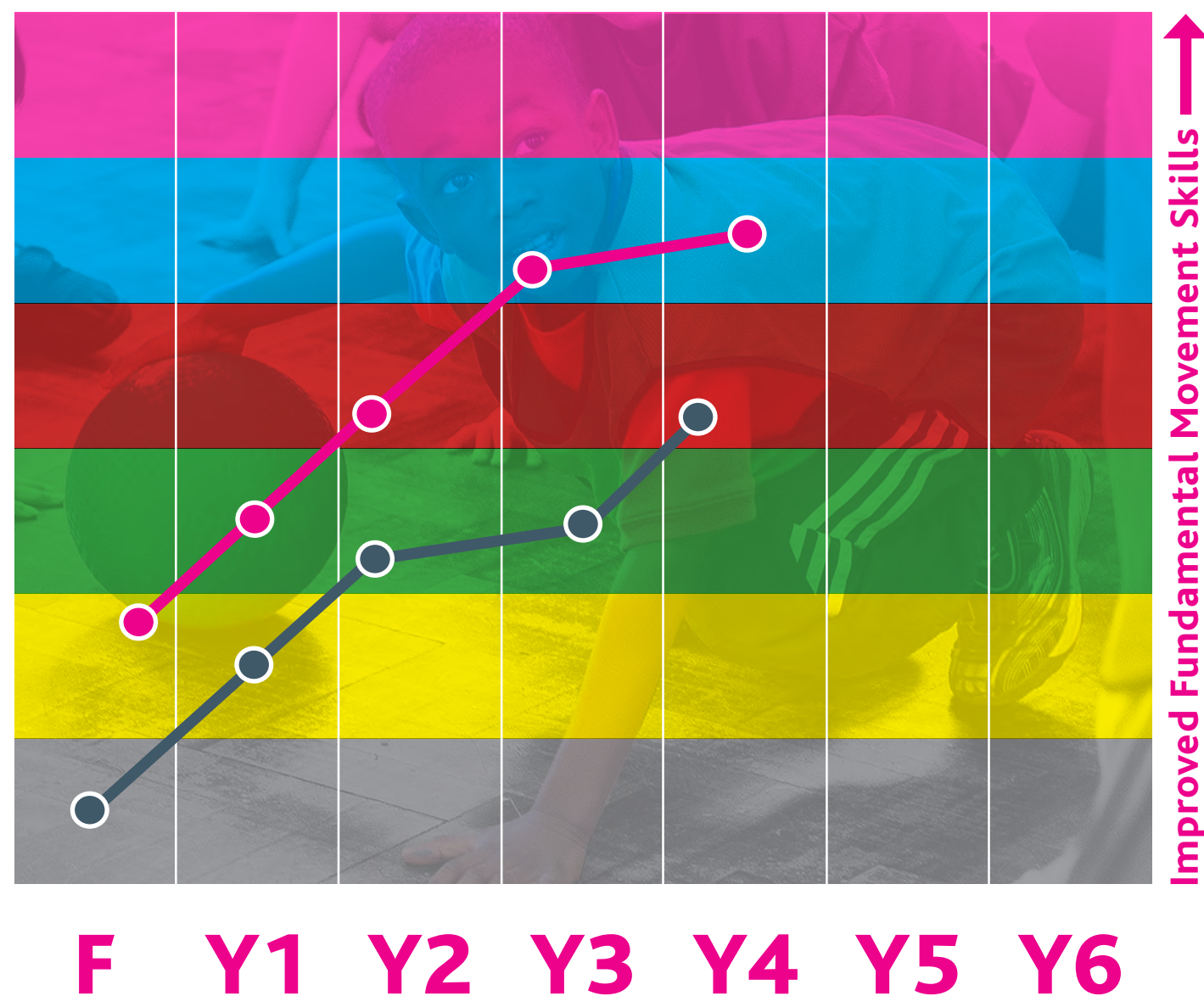
KEY for all Pupil Progress graphs:

Initial assessment

Date September 2015

Re-assessment

Date July 2017



Where we are now

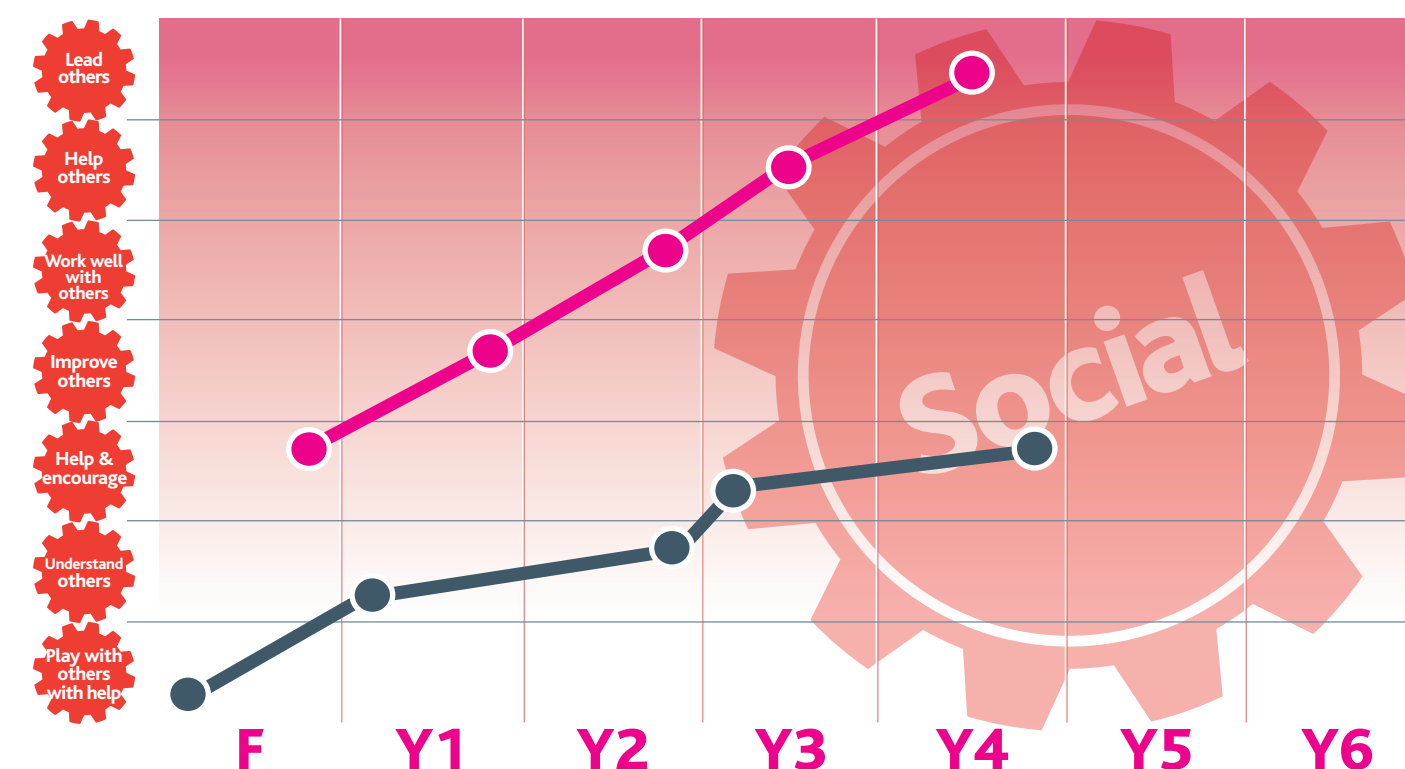
Clear learning journeys are established so that pupil progress can be recognised.

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 money 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 recognised by parents, governors, senior leaders and across all staff. PE is highly valued throughout the school community.

“

Attitudes to movements and fitness is much improved. Pupils are very supportive towards each other and an ethos of improving own personal best is becoming increasingly evident.

Sharon Hunt, Headteacher

The impact of **real PE** has been exceptional at Milborne. It has developed a love for physical learning and has allowed staff as well as children to really develop a love of activity. I think it has had a massive impact on the ability of every teacher to lead sessions and to challenge and improve their practice. It has introduced a high level of excitement, creativity and fun into the sessions and the children look forward to and eagerly await each session. It has changed perceptions, developed practice and ultimately impacted on our core task, learning and teaching! A broader impact on whole school improvement has been recognised by governors, senior leaders and across all staff. PE is highly valued throughout the school community as children develop a sense of personal achievement, fair play, teamwork and understanding of the ways in which PE and sport can bring us all together. Children are encouraged to develop their creative and expressive abilities, through improvisation, problem-solving and child centred learning, factors which affect health and fitness. PE at Milborne provides children with a movement foundation for lifelong participation in physical activity, enabling them to be physically literate.



Next Steps...

Developing Teaching Learning and Assessment -

Aims through a targeted skills development plan:

Teachers' subject knowledge will have further developed and sharing of teaching strategies between staff members taking place (through joint observation, team teaching and teaching squares).

Increased skill set of teaching staff including understanding of how to teach technical aspects through skills, ability to differentiate and 'talent spot' with confident use of technical language.

Developing Achievement of Pupils -

Aims through the support of DASP PE co-ordinator:

Provide a wider range of physical activity, sporting opportunities and competitive fixtures.

Provide a pathway to pursue sport outside of school.

Personal Development, Behaviour and Welfare -

Aim through creating 'space':

Transform our community through physical learning engagement.



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.

Pre-yellow	1 leg balance ● 10 secs (both sides)	1 leg balance ● 5 x mini-squats (both sides)	1 leg balance ● 30 secs with eyes closed and 5 x ankle extensions (both sides)	1 leg balance ● 5 x mini-squats with eyes closed (both sides)	1 leg balance ● 10 x squats to ankle extensions eyes open then eyes closed (both sides)
	Seated balance ● 10 secs with no hands/feet down	Seated balance ● Transfer cone (swapping hands) with no hands/ feet down	Seated balance ● Hold dish shape for 5 secs	Seated balance ● Hold v-sit for 10 secs	Seated balance ● With hands and feet off floor and eyes closed, retrieve cones from front/side/behind
	Floorwork ● 10 secs in mini-front support	Floorwork ● Transfer cone in mini-front and mini-back support	Floorwork ● Hold full front support and transfer cone in full front support	Floorwork ● Transfer tennis ball in front and back support	Floorwork ● Transfer tennis ball in front and back support
	Sending & receiving ● Roll/collect and throw/catch large ball with 2 hands x 5	Sending & receiving ● Throw and catch tennis ball with opposite hand (both directions) with and without bounce x 5	Sending & receiving ● Alternately strike 2 large balls using both hands x 5 / kick with alternate feet x 5	Sending & receiving ● Throw and catch 2 balls in a circuit (in both directions) x 5	Sending & receiving ● Throw and catch 3 balls in a circuit (in both directions) for 30 secs
	Footwork ● Side-step, hop, gallop and skip	Footwork ● Side-step with front and reverse pivots	Footwork ● Hop-scotch off alternate leg forwards and backwards	Footwork ● 3 step zigzag patterns forwards at speed with knee raise across body/heel raise	Footwork ● 3 step zigzag patterns backwards at speed with knee raise across body
	Jumping and landing ● Jump from 2 feet to 2 feet forwards, backwards and side to side with rhythm x 3	Jumping and landing ● Jump from 2 feet to 2 feet with quarter turn in both directions x 3	Jumping and landing ● Jump from 2 feet to 2 feet with 180 turn in both directions x 3	Jumping and landing ● 1 foot to 1 foot jumps sideways with knee raise and freeze on landing (hop / 1 foot to other) x 3	Jumping and landing ● 1 foot to 1 foot jumps sideways with knee raise and freeze on landing (hop / 1 foot to other) x 3
Reaction/Response ● From 1,2 and 3 metres catch a large ball after 2 and then 1 bounce x 3	Reaction/Response ● From 1, 2 and 3 metres catch tennis ball after 1 bounce x 3	Reaction/Response ● From 1, 2 and 3 metres catch tennis ball after 1 bounce, balancing on one leg x 3	Reaction/Response ● From 1, 2 and 3 metres catch tennis ball after 1 bounce, with step and hand across body	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

6

Create learning plan and revise that plan when necessary.
Accept critical feedback and make changes.

5

Embrace challenge

5

See all new challenges as opportunities to learn and develop.
Recognise strengths and weaknesses and set appropriate targets.

4

Consistently try to improve

4

Cope well and react positively when things become difficult.
Persevere with a task and improve performance through regular practice.

3

Take control

3

Know where I am with my learning and begin to challenge myself.

2

Keep trying

2

Try several times if at first I don't succeed and ask for help when appropriate.

1

Stay on task

1

Follow instructions, practise safely and work on simple tasks by myself.

Pre-1

Stay on task with help

Pre-1

Enjoy working on simple tasks with help.

Personal

6

Lead others

6

Involve others and motivate those around me to perform better.

5

Help others

5

Give and receive sensitive feedback to improve myself and others.
Negotiate and collaborate appropriately.

4

Work well with others

4

Cooperate well with others and give helpful feedback.
Help organise roles & responsibilities and guide a small group through a task.

3

Improve others

3

Show patience and support others, listening carefully to them about our work.
Happy to show and tell others about my ideas.

2

Help & encourage

2

Help, praise and encourage others in their learning.

1

Understand others

1

Work sensibly with others, taking turns and sharing.

Pre-1

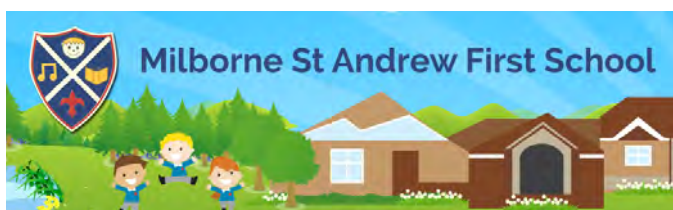
Play with others with help

Pre-1

Play with others and take turns and share with help.

Social





Milborne St Andrew First School,

Hopsfield,

Milborne St Andrew,

Blandford Forum,

Dorset DT11 0JE

T: 01258 837 362

e: office@milborne.dorset.sch.uk

www.milborne.dorset.sch.uk

 @MilborneSchool



Harrow Business Centre
429-433 Pinner Road Harrow HA1 4HN
020 8863 0304 info@createdevelopment.co.uk
createdevelopment.co.uk



© 2017 Create Development Limited – All Rights Reserved. 9/17
Designed with love by Smooth: 07958 181 550