

## Area for Improvement: P.E

Updated 17 Oct 2017

OBJECTIVE (What do we want to achieve?)	ACTION (What are we going to do?)	STAFF (Who?)	EXPECTED IMPACT/S (How do we know we are successful?)	HOW WILL THIS BE MONITORED AND REPORTED? (What data are we collecting and when? Who are we reporting to?)	KEY DATES	IMPLICATIONS (staffing, time, costs, CPD)	EVALUATION OF IMPACT
<p>To increase and promote leadership opportunities within PE.</p>	<p><b>4 Sports Leaders in Y5 and 6</b> – to lead activities and competition at lunch times to increase physical activity and model attitude and approach to sport.</p> <ul style="list-style-type: none"> <li>• To increase participation in PE, and promote healthy lifestyles in their school.</li> <li>• To promote the positive values of sport.</li> <li>• To be an ambassador and role model, advocating PE and school sport.</li> <li>• To be the young people’s voice on PE and school sport in their school.</li> </ul> <p>Ch to attend 3 training courses as part of Bronze Ambassador Training run by BPSS.</p> <p><b>Leadership to be promoted and</b></p>	<p>PE lead.  Class teachers and Maccabi instructors.</p>	<p>An increase in participation in PE, and promotion of healthy lifestyles within school. Ch are more active at play times. Ch understand the positive value of sport.</p> <p>Ch become ambassadors and role models, advocating PE and school sport.</p> <p>Children develop their confidence, communication and teamwork skills. Greater physical activity during playtimes.</p>	<p>Biweekly meeting with Sports Leaders. Sports Leaders to plan activities and competitions – record on sheets and keep in folder. Minutes of meeting kept by PE lead. Adults on duty to make sure ch have access to equipment and to monitor.</p> <p>Sports Leader Chart to be up in every classroom- teachers to share and discuss. Each lesson ch to mark/tick of skill or objective they did. Teacher to monitor and encourage. Teacher to use ch as more of an active role in lessons and encourage leadership.</p>	<p>Sept and ongoing</p>	<p>Staff meetings.  Travel to Bronze Ambassador meeting. BPSS buy-in.  High Vis vests for Sports Leaders.</p>	<p style="color: red;">Sports leaders attended a training session at Barnet in Sept</p> <p style="color: red;">They are doing evaluations</p> <p style="color: red;">They are going to set up a competition</p> <p style="color: red;">Promote playground games</p>

	<p><b>encouraged in all PE lessons and all age groups. Sports Leader Charts</b> – to ensure every child gets an opportunity to lead in some way within PE lessons. E.g. handing out equipment, leading warm-ups, organising events or helping demonstrate skills.</p> <p>Ch to tick of each 'job' they have done and at the end will receive a leadership certificate.</p>		<p>Fewer children experiencing difficulties at playtime.</p> <p>Children learning how to play games.</p> <p>Improved teamwork.</p> <p>Raised self-esteem and confidence in leaders.</p> <p>Support and encourage less active ch.</p>	<p>Make sure certificates promoted and get given out.</p> <p>Staff inset/meeting.</p> <p>PE lead to share and guide teachers with regards to leadership chart.</p> <p>Teachers to allow/plan opportunities in each lesson.</p> <p>Pupil voice.</p> <p>Pupil questionnaires.</p>			
<p>To increase confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Ensure new teachers and NQTs are aware of the subject knowledge and progression of skills.</p> <p>Staff meetings and Insets near beginning of school year to make clear expectations and resources available.</p> <p>Show planning resources and manuals.</p> <p>Invite specialist or BPSS consultants to insets.</p> <p>Staff meetings over year in the areas that teachers felt the least confident in (gymnastics and dance).</p>	<p>All staff.</p>	<p>Equipping teachers with planning and subject knowledge to ensure progression</p> <p>To develop confidence in staff with the teaching of PE across the school.</p> <p>Ch make progress.</p> <p>Teachers confidently planning quality PE lessons where progression and assessment are present.</p>	<p>Planning checks.</p> <p>Training.</p> <p>PE drop ins.</p> <p>Staff questionnaires.</p> <p>Lesson observations.</p>	<p>Sept and ongoing</p>	<p>Staff training</p> <p>Outside organisations to run training</p> <p>Staff meetings</p>	<p>Staff questionnaires in Oct to find out strengths and gaps</p>

	Share progression document. Show examples of quality planning.						
To increase participation in out of school sporting activities and tournaments.	<p>Make links with local primary schools to arrange 'Friendlies.' allowing the children to play their practised skills.</p> <p>BPSS events – book and attend a wide range of events to allow ch to practise their skills and experience new sports and activities.</p> <p>Set up a girl's football club.</p>	<p>PE Lead</p> <p>Maccabi</p> <p>BPSS</p> <p>Class teachers</p>	<p>An increase in participation in sports.</p> <p>Ch experience a broader range of sport.</p> <p>Ch experience high quality physical activity.</p> <p>Celebrate sporting achievement.</p> <p>Less sport/active ch encouraged and able to take part in different activities.</p> <p>Increased participation in competitive and team sports.</p>				<p>Liaising with MMK, Fairway and St martins about inter school events</p>
To monitor children's learning in PE and track that all children are making at least good progress	<p>To make learning objectives more clear and specific to aid assessment and progression (see BPSS/ Kim Henderson examples).</p> <p>To liaise with Maccabi Re: assessment booklets and Maccabi to use same mark book and method.</p> <p>Maccabi to send weekly</p>		<p>Teachers are clearer about progression and year group expectations.</p> <p>Teachers and Maccabi have consistent approach and aware of assessment and targets.</p> <p>Ch aware of their</p>	<p>Liaise with Maccabi</p> <p>Check mark books</p> <p>Monitor planning</p> <p>Moderation of PE</p>	<p>Sept and ongoing</p>	<p>Staff training/ meetings</p> <p>time – subject lead to adapt skills/objectives.</p>	<p>Liaising with staff re Aut 1 PE assessments</p>

	<p>objectives? Should they link their planning to our skills document?</p> <p>Ch aware of their progress and next steps. Clear use of peer and self - assessment in planning and lessons.</p> <p>Staff meeting to share pictures and evidence of skills and compare/moderate for progression.</p>		<p>progress and next steps.</p>				
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To do

- Finalise grant document for website – costings and liaise with Kim and other PE leaders in Mill Hill Cluster as to what to spend money on
- Speak to Andrea about the amount we have
- Book Kim in to do a PE staff meeting in Spring 1 – gymnastics?
- Is any money left from 2016-17 that needs spending?
- Maintenance of the astroturf
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