

ANNUAL SUBJECT REPORT: PE

1. OVERALL PICTURE OF CURRENT PRACTISE

HOW THIS SUBJECT IS TAUGHT

PE is generally taught discretely twice weekly, although there may be times when cross-curricular work is delivered (often maths or Science or Topic work in dance) as appropriate. We have a peripatetic teacher delivering one hour weekly across all years except Year 1. In addition, he is used on a Tuesday to organise and run inter-competitions with other schools or intra-competition between classes or training for upcoming individual events.

Through warm-ups and quick-fire activities, the children are prepared for the main teaching, which is normally focused on a particular skill. In KS1, teachers should be focusing on core-skills such as catching, throwing, running and jumping. In KS2, staff build upon these skills into specific activities such as Tennis, Rugby or Dance.

Children partake in a wide range of after and breakfast school clubs, run by school and peripatetic staff and are given regular opportunities to take part in both competitive and non-competitive sports competitions throughout the year. These are mostly targeted at the upper end of KS2 culminating in opportunities to take part in fully competitive finals amongst local schools, with the opportunity to progress further into Vale Royal and Cheshire finals.

A number of external staff (from Weaverham High School or various local clubs or associations) are being employed to deliver lessons alongside staff to provide expertise to the children and improve the teachers' skills.

The needs of minority groups are met by differentiation by individual class teachers – mainly through the support given or change of expectations or equipment.

AREAS TAUGHT ACROSS THE SCHOOL

Although PE is not usually topic based, opportunities for topic work generally come through dance. Therefore the curriculum stays mostly the same over the two years.

Two year topic cycle – Year 1

	AUTUMN Yr 1	SPRING Yr 2	SUMMER Yr 1
Reception			
KS1	Gym; Multi-skills	Dance; Multi-skills	Dance; Multi-skills; athletics
KS2 (Y3)	Swimming; Invasion Games; dance	Gym; Dance	Net and Field games; athletics
KS2 (Y4)	Gym; Invasion games; dance	Swimming; dance	
KS2 (Y5)	Invasion games; Indoor Athletics	Dance; Net Games; Gym	Athletics; Striking and Fielding
KS2 (Y6)	Indoor Athletics; Hockey	Dance; Gym	Invasion Games; Striking and Fielding

Two year topic cycle – Year 2

	AUTUMN Yr 2	SPRING Yr 2	SUMMER Yr 2
Reception			
KS1	Gym; dance	Multiskills; Gym	Dance; athletics; multi-skills
KS2 (Y3)	Swimming; Invasion Games	Gym; dance	Net and Field games; Athletics
KS2 (Y4)	Gym; Invasion Games	Swimming; dance	
KS2 (Y5)	Invasion games; Indoor Athletics	Dance; Net Games; Gym	Athletics; Striking and Fielding
KS2 (Y6)	Athletics; Hockey	Dance; Gym	Invasion Games; Striking and Fielding

HOW THE SUBJECT IS ASSESSED

Teachers monitor progress and adjust their teaching accordingly, each class develops at a different rate and the class teacher adjusts the scheme to suit the class and the pace they are working at – developing whichever skills are necessary. At the moment there is no formal system for assessing PE. High ability children are identified and encouraged to develop their skills within school competitions, after school clubs and attending local clubs. Mr Ault assesses the children informally, giving feedback to teachers for parents' evenings and annual reports.

KEEPING INFORMED

'Inspecting Primary School PE and School Sport: New Funding' document and the 'Beyond 2012 – outstanding physical education for all' Ofsted documents, which have helped us make decisions on the best way to spend the sports premium money.

OUR OWN SKILLS

We have not had as yet any subject leader or specific PE training so far this year, although I have worked alongside the cricket coach when he taught my class and Mrs Dimbylow has worked alongside the cricket and tennis coaches.

RECENT DEVELOPMENTS

The school has been awarded a Silver School Games Mark for the second year running. We aim to build on this over the next two years to hopefully progress onto the Gold mark.

Sporting competitions:

We have had considerable success in school events so far this year:

The girls U11 football team and mixed U11 football teams both competed the Weaverham cluster tournament, but did not qualify through to the next round.

In indoor athletics, the Year 3/4s won their Weaverham cluster competition (no pathway on at this age); whilst the Year 5/6s won the Weaverham cluster and came a fantastic second in the Vale Royal finals - a super achievement for a single entry school.

In the quick sticks hockey, we took a development squad and finished a fantastic second.

Before Easter, in Netball, we convincingly won the Weaverham cluster and reached the semi-finals of the Vale Royal finals.

In Tag Rugby, we took two teams, one made the quarter finals, the other came second in their group. A disappointment as we expected to reach the finals this year.

In Dodgeball, we took a development team, who unfortunately got beaten comprehensively in every game – I came away realising that we need to take more balanced teams for these events as the children who represented us came away with little benefit from being beaten so easily.

In Kwik-Cricket, we took 18 girls to a competition at Oakmere CC, the first team reaching the semi-finals and narrowly lost reaching the Cheshire finals.

The Year 3s did well in their Mini-Red Tennis competition and were highly competitive. Team A reached the semi final, team B the quarter finals.

At the time of writing, we are awaiting the results of the Quad Kids athletics tournament.

Mr Ault has organised many friendly football and rounders matches throughout the year against Lostock Gralam and Frodsham Weaver Vale for all Key Stage 2 year groups.

Jess Tucker has been working with all Key Stage 2 classes on dances for the end of year production.

In addition, we have had a large number of intra-competitive matches between years 5 and 6 and years 3 and 4 – these will continue to be organised over the term when time provides. These are an important opportunity to give children, who do not necessarily experience competitive action, the experience of representing their class in a competitive fixture.

Miss Jones, the Year 6 teacher, has also arranged a Year 6 rounders tournament and football match against Cuddington.

As well as the above rearranged events, still to come are the Mixed Kwik Cricket tournament, Tri-Golf for 5 and 6 and Multi-Skills for Year 2.

Sports Crewe

Two children from each class from year 1 to year 6 have been selected to represent the sporting views and wishes of their class. Mr White, Mrs Dimbylow and Mr Ault run the crew. The children write up the sports events from their year group, suggest new sports, clubs or activities that they and their class would like to try, suggest resources needed, and will help Mr Ault and Mrs Ireland run sports activities.

Lunchtime Activities

Margi Ireland has been employed to encourage more physical activities at lunchtime. She attended some midday assistant training and a new set of resources was purchased with the Sainsburys vouchers. She targets different year groups each week and provides structured games and activities at lunchtime.

Training for Staff:

Paul Finney, from Weaverham High School, has been employed to teach, support and observe teachers deliver PE in Reception, Year 1, Year 2 and Year 6.

Mark Greaves from the Cheshire Cricket Board was employed to teach alongside teaching staff in Years 3-6 – he gave the teachers some excellent ideas for activities and games.

A country dance teacher has been working with Reception and Year 1 for several weeks resulting in a finished piece of dance celebrated in assembly.

In the Summer, a tennis coach from Cuddington and Sandiway Tennis Club delivered a whole school taster day for all classes except Reception and is currently teaching classes (Y2 and Y3) alongside teachers for several weeks. Some of the year 3 children have since been along to join the tennis club.

Margi Ireland midday activity training.

More Able:

To support our bid for Gold Mark status, improving opportunities for high ability children was one of the recommendations. Therefore, 4 children (3 from Y6 and 1 from Y5 – 2 boys and 2 girls) were subsidised to attend a 4 day half term Performance Academy for more able children (2 days in February half term and 2 days at Whit). In addition, 5 places were selected for able girls to attend six weeks of cricket training at Northwich Cricket Club (3 from Y6 and 2 from Y5).

Encouraging the less able:

Six children from years 3 and 4 were chosen to attend a half term workshop at Hartford High School to encourage less able children. Only three of the children actually attended but parents reported that the children had thoroughly enjoyed it and gained confidence.

Communication with Parents:

The children submit regular reports about sporting events, which are passed to the head to include in his regular newsletters. Also, we have purchased two notice-boards (outside the Year 5 and 6 classrooms) where details of upcoming events, results of fixtures, photographs of our children in action together with information about local clubs and anything sporty connected to the school is included.

Communication with Staff:

This is continual as and when teams are needed for inter-school events. Staff, including Mr Ault, will aid the PE co-ordinators in picking children for the teams, and in some cases, helping those children to practice for events during PE lesson time. Staff let the co-ordinators know if they notice resources need replenishing or if they have requests for resources.

2. MONITORING, EVALUATION AND REVIEW

LESSON OBSERVATION

Both subject leaders have observed lessons across the school. Reception were observed outside, preparing for the school sports. Year 6 were watched building on core catching and throwing skills – it was interesting to see a class we assess as being high achieving still needing those basic core skills, which often get forgotten about. All classes were active and discussions were had with staff about particular focus on improving skills and developing further competitive focus.

An issue arising, which needs addressing, is the number of children forgetting their kit and not taking part in the lesson – we are suggesting that we introduce a letter home system when children forget their kit and highlight further to parents the importance of PE kits being in school. PE indoors can be done by children in school uniform. Outside is trickier due to the requirement for safe footwear.

WORK SAMPLING

Not applicable.

PLANNING

Teachers are not expected to formally plan PE however consideration of the Two Year cycle needs to ensure children are being given exposure to a range of skills and activities as appropriate for this subject. Core skills must be developed at KS1. Staff have been informed about the new curriculum requirements in detail for both KS1 and KS2 and how it all fits together across the school. Mr Ault provides teachers with half termly planning for his lessons.

WHAT TEACHERS SAY ABOUT TEACHING THIS SUBJECT

Teachers are confident about the challenges of the new curriculum and are currently enjoying the support and training being given. They are encouraged to develop their teaching to embrace their own areas of interest and enthusiasm as this will ensure the children are also enthused. They say that the children, on the whole, enjoy the subject and the competitive aspect. They say that PE is well resourced and they are given ideas for a range of sports. They liked the idea of a set of laminated activities for the climbing wall, which is currently under preparation.

WHAT PUPILS SAY THEIR SUBJECT IS TYPICALLY LIKE

Children, especially in upper KS2, generally enjoy PE and like the more competitive matches. They do like the range of sports catered for and the vast range of clubs. Care must be made to ensure that the less competitive children are engaged as well – I am currently tracking children who attend clubs and competitive games in order to identify those quieter children who are less engaged with the sports we have on offer. I have ensured that these children have had some say in the intra-class sports competitions. Many of the 'less sporty' children enjoyed the street dance clubs offered to both Key Stages.

RESOURCES

PE is obviously highly resource dependent, especially when developing skills in a particular sport. Recent purchases of badminton equipment highlight the proactive approach we have to this subject. The PE shed is regularly monitored and equipment replaced when faulty. Staff are encouraged to ask for any particular resource.

A large amount of Indoor Athletics equipment was purchased in September which has been used in lessons, by Mr Ault in an after school club and to train the children for the Indoor Athletics competitions.

Three new gymnastic mats, two new netball posts, netballs and footballs were purchased after Christmas. The posts were used for Mrs Dimbylows netball club as well as at playtimes and in lessons

A new set of playtime resources was purchased with the Sainsburys vouchers.

We would like to purchase sports kit for the children to wear when competing for the school – top, shorts and hoody in various sizes.

3. CONCLUSION

CURRENT STANDARDS AND PROGRESS

In the competitive events we have had a lot of success, more than usual. This is down to a very able Year 6 cohort supported by a good Year 5 one plus the opportunities to pick more competitive teams by using Mr Ault's time to run trials alongside the more than willing Year 5 and 6 teaching staff. There have been opportunities to develop and encourage our more able athletes and general take up of sporting activities outside of school. All pupils in Year 5 and 6 have had multiple opportunities to take part in competitive games across the year. Following the staff meeting, it was agreed that the current long term plans have a good balance with maybe an exception for more adventurous activities, which are currently only fulfilled on residential, particularly the Year 5 Conway trip. We are looking into the possibility of using the sports premium to fund opportunities to use the facilities at Petty Pool next term.

At the time of writing*, 100% of Year 5 and 6 have attended at least 2 or more competitive events and 80% of all KS2 children have participated in a competitive event of some sort. 90% of KS2 children have done some school organised sports at some point in the year – I have identified 12 children (out of KS2) who have not yet participated in anything and at the time of writing, a competitive event is being organised for Mr Ault to run for them to ensure that every KS2 child has participated in something sporty this year.

Out of the entire school, 72% have participated in some sporting activity so far this year. The aim next year is to improve this figure if possible.

** Figures are up-to-date from 15th June this year.*

PRIORITIES FOR FUTURE DEVELOPMENT

- Continue to improve teachers' confidence and skill levels (through use of external coaches).
- Gaining gold award
- Monitoring of skill transfer from sports coaches to staff.
- Spending and monitoring of sports premium to ensure effectiveness.

GOVERNOR MONITORING

I have spoken to the three governors who attended the governors' day, discussing at length the spending of the sports premium and the way that PE has been led through this year.

Justin White and Emma Dimbylow – joint Subject Leaders