



GREENSIDE FILM FACTORY  
PE & Sports Report  
Review of Grant  
2016-17



## **SSE and Review**

### **Strengths:**

Our checking and review of the quality and provision of the curriculum offer and the progress our students were making in the different areas of PE & Sports was stronger this year. Our assessments were regular and our teaching team more consistent during the 2<sup>nd</sup> review during 2016-2017. The involvement of more specialist TAs meant the Deputy Head leading the subject area could check and monitor more effectively and gain a greater overview of successes.

The majority of students tell us they enjoy PE & Sports even if they are not competitive sports people but we have also increased the range of our offer significantly over the past 2 years to support and encourage students who are not naturally team sport players. Dance has been a strong addition to our Friday offer and we are keen to respond to the student request to include more netball and gymnastics next year.

- **In-door provision.**

By organising an additional space through hiring a local church hall, we were able to increase the range of sports. With the knowledge that this space was to be available, our purchasing strategy before the start of the year could be targeted towards indoor equipment that would add to the range of sports we could offer. An example is the purchase of indoor netball nets. These are placed on the floor to allow for an adapted version of netball. This was new to the students and they enjoyed this game so much, it is planned to be part of the GGL inter federation competition provision. A further consequence was the improved sporting opportunities for students during the poor weather of the autumn term. Hiring the church hall meant that Y5 and 6 were able to take the short trip to the church during poor weather, leaving the other classes to utilise the space in school more effectively. This had a significant impact on the provision all classes were able to provide due to the increased space available.

- **Use of professional coaches.**

We chose to buy in the skills of a professional cricket coach this year. We organised our PE sessions as such that each week, another member of staff would shadow Jonathan on his station to be able to see how he organised his challenges, the ways in which he feedback to students about specific techniques, to gain experience about the key techniques of each cricket skill and to have a source of knowledge to ask questions of. In the following session, the member of staff would then take a station independently to apply their new skills and knowledge. Jonathan was also involved in the planning stages for each new half term, allowing him to model the progression in skills for cricket for each individual age phase. This now means that staff have a greater understanding of how to teach, plan, plan, adapt and progress cricket for their age phase. We also employed a professional dance coach who worked with our students as part of our Specialism programme. This allowed us to work sport into another element of the curriculum and to develop talent we had identified through auditions. Kate worked with the group each week during the terms, culminating in an end of term performance as part of our Crew day celebrations in front of the whole school community. Having a professional coach and a large scale event to prepare for meant the students' were completely inspired to drive themselves, develop their skills and creativity and performed magnificently. A further effective use of professional coaches can be seen in the

employment of Giuseppe, our football coach, taking a sports science Specialism. This allowed him to be able to share his knowledge of sports science and inspire students to learn about the scientific side of sports as opposed to purely the physical. This was a very highly requested Specialism. Giuseppe has also coached our Girl's and Boy's football squad during other days.

- Development of CE.

One of our TAs had a background in sport and was very keen to develop their teaching skills. We took the opportunity to ensure that we timetabled CE to be a member of staff for the PE lessons and organised the staffing so that he was able to shadow other teachers who could model good practice and be a source of knowledge. We also timetable CE across the year to spend each half term with a different age phase meaning he would get the full experience. We also added strands to CE's PM including meeting with age phase staff to prepare progressive planning documents. Staff were very impressed with the knowledge of sport and training drills that CE had and how he was able to professionally share this knowledge. By the time the first few weeks of the half term had passed, CE was clearly ready to lead sessions and stations independently and his planning and approach will continue to support PE this year.

- Athletics planning & provision.

This year we specifically mapped out the athletics provision in the PE planning for all year groups during the spring term so that all students would have had an extended opportunity to develop their skills in all the events that would take place in the school sports day. This meant that students all knew they were working towards a specific goal and competition, which would have a large audience. It meant that when it came to the sports day, all students would be able to compete at the highest level possible at a range of events that require specific training as they are not natural skills like running. For example, students practiced the javelin, high jump and discuss. These are all events that are not natural skills and so often students would fail to compete. This planning ensured all students had practice for a number of weeks and understood the techniques required to perform well thus making them more confident and increasing the level of competition.

- Enhanced Assessment Apps.

This year we introduced the concept of Personal Bests. This was an opportunity to provide a sporting challenge that would really get the students working hard and get their heart rate up. We utilised our use of iPads and Google Drive technology to create a cloud based spreadsheet that staff or students could use to record their initial effort, check their score and improve on it over the course of 3 weeks. For example, we would look at shuttle runs being the challenge we would focus on for 3 weeks. Students would complete their shuttle runs as many times as possible during that station in the PE lesson and record their best score. The following week they would be informed of their score and would try to beat it. This created great competition between students, they worked hard to consider the techniques that would make a difference and pushed themselves. We also used the cloud to create an overall age phase assessment spread sheet. This meant that staff could make assessments quickly, have them regularly updated and have the spreadsheet automatically calculate the data percentages for them, leading to a clear gaps analysis.

### Areas for Development:

- Gymnastics Provision

Staff and student reflections have indicated that the gymnastic provision throughout the key stages is something that we need to be developing next year. Many of the national curriculum criteria can be covered through gymnastics, it is particularly good for EYFS and KS1 students who are still

developing their balance and strength and we do have sufficient equipment in school already to increase our gymnastic provision.

**Action for 2017/18:**

Mapping gymnastic provision planning our across the year with all classes. We will also be delivering CPD sessions with staff to ensure they are aware of how to set up the equipment quickly and understand the challenges they can offer students to improve their skills. Finally, the PE assessments next year will include assessing gymnastics specifically, looking at a number of key skills.

- **Introducing greater competition in Greenside and across the GGL Federation:**

Currently the only real provision for competition is the borough competitions that are provided. This is particularly significant in a one form entry school where we have fewer students and no opportunities for inter-year group competition. These are mainly focused on upper KS2 and a few and far between, allowing for one small group of students to compete. We want to develop students to thrive on competition as a way of applying their skills, challenging themselves and comparing themselves to the best. It is clear from the enthusiasm with which sports day is approached, that our students enjoy the opportunity to compete. So we must provide more opportunities for them to do so.

**Action for 2017/18:**

Initial discussions have already taken place with the GGL Federation to organise inter federation competitions throughout the year. This will become an embedded part of the commitment to the federation and provide the students with regular competitions for which to prepare for. We have seen that making students aware of upcoming competition in PE sessions increases their efforts to make the team. This also puts us in control of the sports, age phase and structure of the competitions allowing them to work for us and meet our students' needs.