

GREENSIDE FILM FACTORY



Year 3 – People, Places, Things!
Who? Where? Why?

PE Analysis

Autumn - Summer 2017/18

Areas for Development 2017-2018

● 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.

2017-18 Evidence and Impact:

- Our termly assessments of PE have included a specific focus on students' gymnastics development and the impact of this focus can be seen in the data tables below. These conversations about what constitutes the different gradings has further developed staff understanding of the experiences we would like to offer the students and the different ways in which we can target certain elements of this strand.
- The focus in KS1 has been on gymnastics and activities targeting the 'Developing balance, agility and coordination, and begin to apply these in a range of activities' strand of the curriculum. The staff have enjoyed exploring the gymnastic equipment in the hall and the students have developed well through carefully planned activities that are different each week. Not only has this developed the obvious strength, balance and technique elements but also provided the opportunity to develop World Ready skills such as bravery and persistence in our students as they take on challenges they have not had to face before.
- This was further developed in a different way through a dance station which allowed the students to develop agility and coordination through music. The skills and techniques from the gymnastics sessions fed into the dance sessions so they could be applied in a fun and creative way. This also picked up on the 'Perform dances using simple movement patterns' strand of the N.C.
- Our GGL dance festival really ignited the imagination of our students and we were able to use this as excellent evidence for not only the dance strand, but also to apply the skills developed through gymnastics in different ways thus increasing the overall number of ARE+ students.
- The provision of dance at Greenside has been a great success this year. We have worked to ensure that the provision of dance in various formats has been a part of PE sessions each week for different age phases at different times in the year. This was further enhanced by a GGL Federation dance competition which inspired many students to put together their own dance routines to perform in front of the entire GGL community. The provision of whole school dance sessions where the entire school follow a specific routine has been hugely successful and students have been requesting more sessions like this and we have had a number of sessions where students themselves have lead the routine. We have been able to link elements of this to

our Arts Mark application and believe that dance is an excellent way in which to develop creativity, flexibility, strength, technique and fitness whilst of course, having great fun.

- This year we added yoga to our PE provision, delivered via a professional yoga instructor to a specific group of students over a whole term. This again further extends the skills needed for gymnastics in different ways. This is something that will be developed further next year. The impact of this was very significant as rather than everyone having a little access to it, the students were able to develop their yoga skills each week with the ongoing program. Their ability to hold the poses, understand the breathing and articulate the purpose and effect of yoga was impressive. One student commented in a piece for the newsletter:

Each Friday at PE we have a special yoga lesson for a group of children. The teacher is Ben or sometimes, Barb. Ben or Barb teach around 30 students, 15 people in group 1 and 15 people in group 2 every Friday for about 40 minutes. Once we come in to yoga, Ben or Barb normally start the session by saying 'Namaste' while we wait for everyone to come in. When everybody is there, we start to go through the different yoga poses such as: cobra, mountain, tree, eagle, down facing dog, warrior 1 and my favourite – the crow! At the end, we all say 'I hope you have a good weekend' and then help to put away the mats.

I really like yoga because it's fun and helps you stay relaxed if you're frustrated. It helps you calm down and it stretches your muscles. After I've finished my yoga I feel happy. I would recommend it to anyone. Give it a go, give it a try and enjoy!

We plan to further develop the provision next year by rolling it out from the start of the year so that more students are able to access it and use the students from this year as our professionals to lead some session themselves. The impact has also been seen in some students who do not normally see PE as one of their favourite subject (and were targeted as a result) speaking positively about it and seeing the enjoyment that can come from something physical.

- 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.

2017-18 Evidence and Impact:

- This year we utilised being part of the GGL Federation by organising a Y6 football competition to enhance the sporting provision of all schools, develop some friendly competition and continue to build the relationships between the students and staff. We planned this in for after the end of year examination to use it as a moment to celebrate the collective efforts of all of the Y6 students. We also set up the competition to mix the students from all three schools into teams to further develop World Ready skills of all students. This was a great success and we have plans for more competitions next year, across a number of age phases. It is a great benefit to be able to create our own competitions across the GGL and we plan to provide competitions in a wider range of sports, pushing beyond the traditional football etc, to engage more students.
- We also combined our GGL creativity into a dance competition held at Greenside this year. This was a great occasion for all our students to put together their own dance routines in any combination of students they liked and to perform in front of the entire GGL Federation! Students were given specific criteria and were given feedback from a panel of 'judges' from initially school based rounds before the best performers went head to head in the grand final. The impact of having all our students together as one to enjoy and celebrate dance was palpable during the final. Everyone thoroughly enjoyed the day and the support was fantastic from all students for all performers. This really was an excellent example of how dance, performance and music can bring everyone together.

Greenside 2017-18 Data Table

KS1 Criteria	Master basic movements including running, jumping, throwing and catching	Developing balance, agility and coordination, and begin to apply these in a range of activities	Participate in team games, developing simple tactics for attacking and defending	Perform dances using simple movement patterns.
WT	4%	6%	8%	2%
ARE	79%	79%	75%	75%
GDS	17%	15%	17%	23%
ARE +	96%	94%	92%	98%

KS2 Criteria	Use running, jumping, throwing and ctaching in isolatin and in combination.	Play competitive games and apply basic principles suitable for attacking and defending	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Perform dances using a range of movement patterns	Take part in outdoor and adventurous activity challenges both individually and within a team	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
1	7%	7%	5%	4%	8%	6%
2	74%	75%	81%	74%	79%	82%
3	19%	18%	13%	22%	12%	11%
ARE +	93%	93%	95%	96%	92%	94%