



GREENSIDE FILM FACTORY PE Impact Report 2019 - 2020

A. Brief context:

Greenside is a 1 form entry school in Shepherds Bush. We run Early Years PE separately from the rest of the school on a Tuesday. The combined PE sessions across the two classes have continued to work extremely well this year, and EY staff like being able to devote the time and space each week to actively promoting sport and healthy lifestyles to the students. They talk in these sessions a lot about the importance of physical health, and help them to become more attuned to their body and how it functions. Over the course of the year staff have focused on ball handling skills, dance, yoga and gymnastics. Each week students participate in the same carousel of activities or sequence. This allows students the time to develop and practise their skills. After a few weeks of this, the activities are extended and an extra layer of challenge is added to continually push their skills further.

PE takes place on a Friday afternoon for the rest of the school with all year groups taking part at the same time. We also hire a local church hall during Y1 -Y6 PE due to space issues. Students come to school in PE uniforms to reduce the time lost getting changed. Classes are paired and mixed - Y1&2, Y3&4, Y5&6 - and work on a 3 station rotation with 2 skills for a particular sport taught on 2 stations and the 3rd being something completely different to ensure there is something for everyone. There is a focus every week on talking about healthy lifestyles and 'personal bests' to try and push every student to continually extend their own personal limits. We are part of the LA sports package which gains us access to all sporting competitions run by the LA in the borough and to the local football competition.

B. Key Action & Developments 2019-2020: (please refer to action plan or IIP)

- 1) Improve the quality of the teaching, learning and progress of students within different PE and Sports activities and to increase the range of sports offered. This will include additional staffing within Greenside and coaches working with us.
- 2) To develop the opportunities for competition, with a focus on more diverse sporting opportunities, both within Greenside PE units, across the GGL federation / TEF and through the borough offering including greater opportunities for students.
- 3) To identify and develop the sporting talent at Greenside through increased opportunities, training, involvement in more diverse sports and the encouragement of sporting opportunities beyond school.
- 4) Develop participation opportunities for students to develop healthy lifestyles
 - a) Utilising professional coaches to work with students and provide staff CPD.
 - b) ICT opportunities to support assessment and student reflection on performance.
 - c) Student Sports Leaders awards and lunchtime experiences.
 - d) Specialism Sessions - Dance, sports science, fitness, healthy eating, swimming.
 - e) Entrance into borough competitions and sports fixtures to include more diverse sporting opportunities to engage a wider range of students.
 - f) Improving the break and lunchtime offering through purchasing equipment, developing the Sports Leaders and exploiting the new playground equipment effectively.
 - g) Competitions between GGL Federation and TEF schools.

- 5) Deliver a professional yoga course for students of all ages across the course of the year to offer an opportunity to develop identified talent and explore the health and wellbeing of the mind and soul.

C. Evidence of Impact (including data) of actions & developments:

1. This year we invested in professional coaches to continue to drive the gymnastics provision in the school. This is an area that covers many skills from the national curriculum and can traditionally be difficult to deliver due to the inherent risks involved in such movements and actions. Through this provision we have been able to offer all our students a high quality gymnastic experience every single week. They have been able to access the full range of gymnastic equipment we have at school and developed a much broader range of skills and experiences as a result. Our staff have simultaneously developed their own skills by being able to see the full range of equipment in use and understand the key areas risk being managed appropriately, thus giving them confidence to deliver such sessions independently.
2. Through investing in the LA Sports Package, we have broadened the range of competitions we have access to. To date, we have entered competitions for football, cricket, swimming, dodgeball, indoor athletics and skittleball with more intended for the remainder of the year. This is an increase in competitive engagement from last year and allows our students to experience new sports that might become lifelong passions. We set up our PE sessions to teach a sport the half term before the competition is due so all students in the relevant year groups are aware there is a competition and all get the opportunity to earn their place in the team based on their performance in PE sessions. This in itself has created a competitive environment. PE sessions are also designed around more opportunities to practice adapted versions of the game more regularly so students can apply their new skills every week to competitive game scenarios giving meaning to the skills sessions. This has created a more purposeful mindset to students in the PE sessions and more enjoyment.
3. We have developed the sporting talent at Greenside by supporting key students to attend professionally coached clubs where they can receive better training and advice and open the door to a wider world of sport beyond PE lessons. A number of students have been supported to join the football squad and links with local football clubs has been utilised to provide introductions to the next step. Our investment in gymnastics has also resulted in a student in Reception being introduced to a high quality gymnastics club where a former student has reached Great British level performance. By exploiting these links and making these connections we have inspired a new generation.
4. Our student sports leaders awards have given us a way to raise the profile of sport in the school and give students added motivation to engage. Awards are created for all sorts of sporting engagement from being selected to represent the school in a sporting team to running lunchtime sporting activities to completing sports leader challenges. These are shared with students via their iPads and collected year after year to build their sporting 'trophy box'. Sports leaders are given responsibility for selecting and running lunchtime challenges. This year the focus has been on table tennis. This has been a big hit to the point that the students have asked for more tables to be purchased. Our Specialism sessions have explored health eating through our own gardening scheme. Students get to understand where food comes from, how it is grown and cared for through to cooking and eating!
5. As we continued our yoga provision for another year, we have driven the deeper development of student skills by having those students who have shown particular talent or interest continue with their training. The yoga teachers have progressed the course to expand the skills being taught and we have started to utilise these skills as part of our 'Students as Teachers' initiative. Now that these students have reached a stronger level of ability, they have started to create tutorial videos to share with other students who are just starting. Seeing their own classmates leading the session and being the teacher has a significant impact on engagement and focus. These have also been very useful during the closure as inspiration for physical activity at home and as a way of relaxing.

D. Key Current Strengths in this area:

1. Targeting skills a half term before competitions so that all students are in with an equal chance to secure

their place in the team and motivated to perform in PE sessions.

2. Varied gymnastic provision. All students are getting access to a varied experience across the year and utilising all the equipment we have available.

E. Please identify the 3 things you are most proud of this year:

1. Identifying a Reception student as an excellent gymnast and making links for them to professional coaches and clubs.
2. Utilising technology to disseminate the yoga provision to students and families through 'Students as Teachers'.
3. The focus in early years PE sessions on talking about healthy lifestyles, not just playing games, so the seeds are planted as early as possible.

F. Key contributions made to Greenside Experiential Learning Model and overall successes - please also reference links to new Ofsted framework III

1. Our groups are mixed each Friday meaning we follow our philosophy of crews and specialisms of giving students opportunities to work beyond their class.
2. Lots of focus during these sessions on good sportsmanship which stems from our World Ready skills, particularly of team work.
3. Further opportunities this year to apply the skills to actual game scenarios. This is how we would teach other topics by giving students the skills and then opportunities to apply them in real life scenarios through problem solving, writing for purpose or STEM and Crew projects.

G. Lessons Learnt & action/ developments (next steps) for 2020-2021:

1. Students have been motivated by the 'Students as Teachers' filmed sessions in yoga. This could be expanded into other student lead fitness and wellbeing films, shared on Google Classroom.
2. Staggering Y5 & 6 leaving to go to the hall has been effective. This practice to continue when staffing is sufficient to cover the ratios.
3. Students enjoy the opportunity to apply the skills in adapted versions of the games. The competition is important so creating more internal competitions or across GGL to give sessions more purpose.
4. Increasing staffing at lunchtimes to 'referee' games has increased engagement and reduced arguments. Timetabling staffing to support this next year would mean we can increase to offer of more formalised sports being provided.

H. CPD recommendations for 2020-2021:

1. Gymnastic floor performances. This is a competition run by the borough that we have not entered before.
2. PE when indoor in small spaces. To improve the provision when it is raining and our choice of spaces is reduced. What can we do to freshen this up?

I. Any other comments:

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