real PE®

Cottingham C of E Primary School

Our Impact Report

Celebrating improvements in **Staff Confidence, Pupil Engagement, Pupil Progress** and the **Broader Impact of real PE** across the school

In partnership with Create Development

Subject Leader Report

Developing and delivering an outstanding PE Curriculum for all children

Throughout the school at Cottingham C of E we aim to deliver high quality PE lessons twice a week to all Key Stage one and Key Stage two children. Through real PE all children learn the fundamentals and basic development in all areas of sports and give children the opportunity to be active and healthy. Children are given the opportunity to represent the schools in various sporting competitions held by a local sports organisation, this installs a sense of pride in the children and makes them feel part of a team whilst learning key element of sporting competition such as respect, fair play and teamwork.

Our school has now been delivering real PE lessons for two years, through this programme we look at not only developing the child in sport and being active but we look at six key elements in every child, these six clogs are physical, social, personal, health and fitness, cognitive and creative. At the beginning of each term each class will look at and work on one clog for the whole term. Through this programme we ensure that every child feels included, challenged and supported. This programme focuses on positive behaviours in all areas, this starting from the teacher delivering lesson all the way through to children encouraging others and looking for the positives in lessons, each lesson ends with a review where children are asked to review what they or others have done, they can also provide ideas for where to improve for next lesson. Teachers have been supported by a PE specialist and work closely to see where they can improve. From CPD days and assessments all teaching staff are now confident in the delivery of real PE lessons.

> **"real PE has ensured that we deliver structured PE twice a week to every child in the school, all children have taken really well to the real PE programme and enjoy the variation of lessons here at Cottingham C of E"**
>
> **Mr Ashley Scott (Headteacher)**

Our Impact Report

Staff Confidence:

To maximise learning and impact, real PE was supported by a comprehensive programme of training and support. The subject leader was introduced to a new approach to teaching PE which was followed by a whole school inset for all staff. The model also allowed the subject leader to use the real PE approach with their pupils and to support other staff before a review at the next training day. This ensured a full understanding and the sharing of best practice (through the creation of a community of learning.)

Initial assessment

What percentage of staff enjoy teaching PE? **55%**

What percentage of staff feel confident to teach PE? **60%**

What percentage of staff feel empowered to teach high quality PE lessons? **60%**

Where we are now

A sustained commitment is established to improve the quality of existing PE teaching through continuing professional development in PE, so that all primary pupils improve their health, skills and physical literacy, and have exposure to a broader range of activities.

A needs-led staff development plan is established including provision of relevant externally provided training, supporting resources and teaching aids.

An evidenced increase in staff confidence and positive perception has led to an increase in quality of learning and teaching, with individual staff taking greater responsibility for their own future development.

> **"As a teacher real PE provides top quality lessons which provide minimal planning, the Jasmine dashboard is fantastic and easy to use and since the school have started to use this programme teaching PE is a lot more enjoyable"**
>
> **Mrs Wason (Year 6 Teacher)**

Re-assessment

What percentage of staff enjoy teaching PE? **88%**

What percentage of staff feel confident to teach PE? **90%**

What percentage of staff feel empowered to teach high quality PE lessons? **90%**

Pupil Engagement:

Where we are now

All pupils are included within lessons with activity levels high. Teaching is well judged and often imaginative producing high levels of engagement from all pupils.

Pupils are working at different and appropriate levels, with interventions personalised to challenge and support all groups.

Effective and timely review of learning by teachers and pupils is an integral part of all lessons.

Consistent praise of positive behaviours means pupils have highly positive experiences in the subject and consequently want and expect to do well.

Our Impact Report

> **I love the different types of lessons that we do in PE now, before real PE our lessons were all the same and sometimes quite boring! We now do all different types of PE and we get to challenge ourselves in all different ways whilst also trying out lots of different sports"**
>
> **Year 5 pupil**

> **We get to lead our own warm ups and also referee games which we love during real PE, we get to help out each other and be creative with our own ideas which we really enjoy"**
>
> **Year 6 pupil**

Initial assessment

What percentage of pupils enjoy PE? **70%**

What percentage of pupils feel successful in PE? **64%**

What percentage of pupils feel challenged in PE? **78%**

Re-assessment

What percentage of pupils enjoy PE? **90%**

What percentage of pupils feel successful in PE? **82%**

What percentage of pupils feel challenged in PE? **86%**

Pupil Progress:

See appendices on pages 14-17 for further detail of assessment criteria

The graph below uses the colour coded progressions of the **FUNS** programme to show the improvements in children's Fundamental Movement Skills by Year group within the academic year.

KEY for all Pupil Progress graphs:

Initial assessment **Date** 01/09/2019

Re-assessment **Date** 01/05/21

Improved Fundamental Movement Skills

F Y1 Y2 Y3 Y4 Y5 Y6

Where we are now

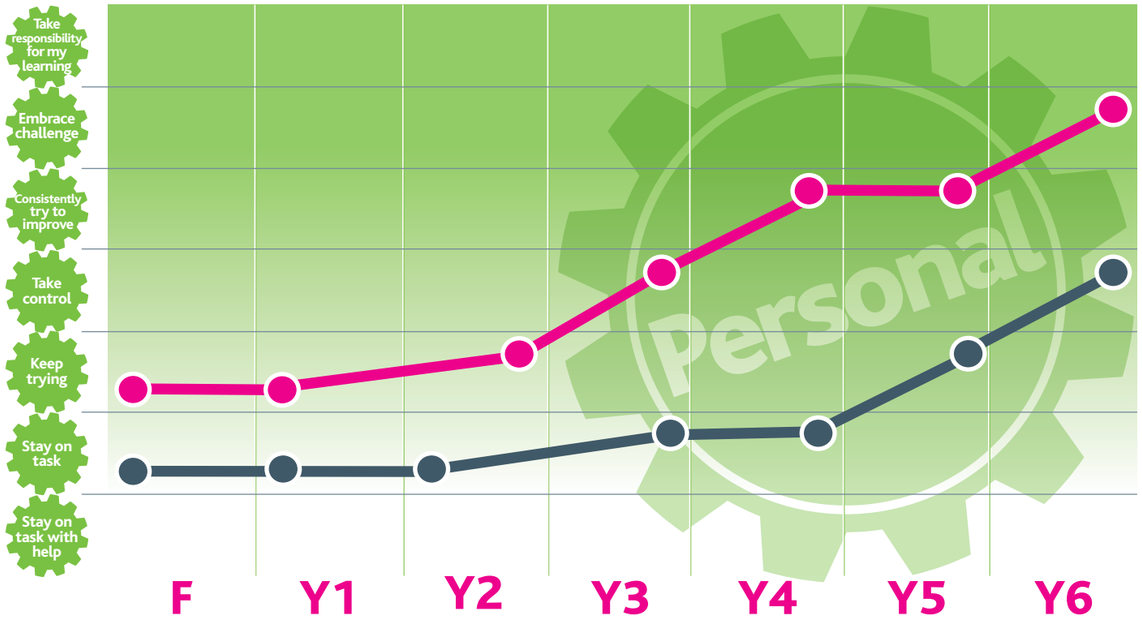
Clear learning journeys are established so that pupil progress can be recognised.

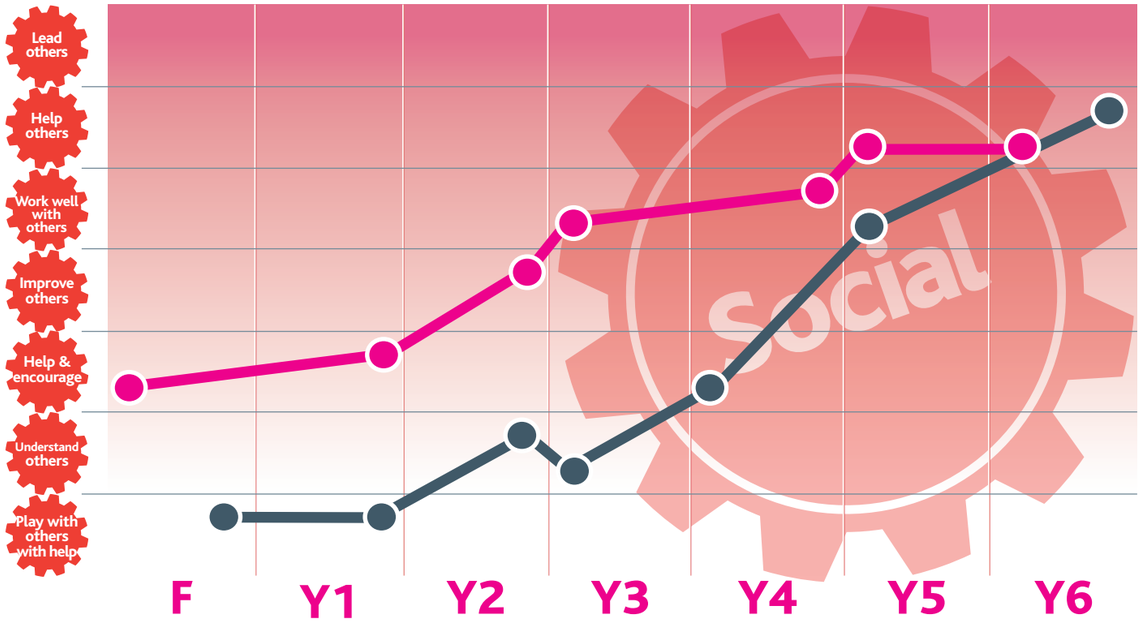
Less able pupils are supported effectively and the more able appropriately challenged so all groups make clear and evidenced progress.

All pupils are making secure and sustained progress aligned to the assessment framework.

A culture of high expectation with an established growth mindset amongst pupils is evident.

This graph shows improvements in children's learning behaviours (Personal and Social abilities) as developed through **real PE** within the academic year.





Profile and Broader Impact of PE:

What we have achieved

A clear plan and report has been agreed and shared showing the spending of the PE & Sport Premium funding and the impact of the spending.

Positive displays in the school highlight and celebrate positive PE experiences.

Pupils have at least 2 hours of core PE lessons each week in all Key Stages with the role of PE and Sport seen as central to creating healthy and active learners.

A broader impact on whole school improvement has been recognised by parents, governors, senior leaders and across all staff. PE is highly valued throughout the school community.

> **Through real PE it is evident to me that all children are improving and becoming a lot more capable in all areas of PE. As well as this all pupils are engaged during PE lessons and enjoy the challenges presented to them, as well as this our year 6 children love officiating games and enjoy the responsibility that they are given."**
>
> **Mr Tom Stafford (PE Coordinator)**

Through our consistent approach to PE throughout the school we hope to have an impact on every child's experience towards PE and sport. It is hoped all children leaving Cottingham C of E will have the knowledge, skills and confidence to lead a healthy and active lifestyle. It is hoped that -

- Children lead an active lifestyle and maybe even continue to focus on a specialist sport, children eat sensibly and avoid smoking, drugs, alcohol etc.

- Children have an eagerness to succeed in PE, children will have a positive attitude towards every PE lesson and engage in extracurricular sports.

- Some children take the opportunity to become young leader at secondary school, they will help to officiate and coach other children.

- Children understand the importance of staying healthy long term and how being healthy helps with wellbeing.

- Children acquire a knowledge of skills and understanding in PE which helps to set them up for secondary school and longer term.

- Children are active during lunchtimes and are given the opportunity to take on leadership during playtimes.

- Children develop a sense of pride when achieving in sport, through this they want to continue to achieve in PE and outside of school at sports clubs.

Next Steps...

As a real legacy school are learning and improving the children's learning in PE never stops. We are going to continue and develop the great work we are doing with our children and keep on working with our young leaders to show that everyone can lead.

Due to the ongoing success of real PE we are are looking forward to adding real gym and real dance to our PE curriculum, as well as this we now have access to real play and we are looking at sending these out to parents and carers so that they can participate in real PE at home with children.

We are continuously improving staff members knowledge on PE with regular CPD days, working with real PE specialist Leigh Wormalans we look for ways that we can improve our delivery of real PE to all children.

We are looking to give our group of young leaders more opportunities to officiate at sporting events both in school and we plan to speak to Chris Long who works for the Corby, Oundle and Thrapston small schools partnership and we are hoping that some of our leaders can officiate at events.

real PE®

giving EVERY child the physical literacy, emotional and thinking skills to achieve in PE, Sport and life

real play

families playing and learning together

real gym

enabling EVERY child to stretch themselves

real coaching

transforming coaching habits to develop children's essential learning behaviours

real leaders

enabling EVERY child to develop Leadership Fundamentals

SHARE THE Create experience!

Appendix 1:

FUNS for everyone forms a central spine throughout **real PE.** It is a progressive programme designed to include, challenge and support the development of FMS at all ages, stages and abilities.

FUNS includes over 200 physical challenges organised into 12 Stations and 6 progressive coloured levels, covering a range of balance, coordination and agility areas and enables assessment and monitoring of progress.

The table below shows just some examples of the progressive challenges involved in the programme.

Pre-yellow

Balance	**1 leg balance** ● 10 secs (both sides) **Seated balance** ● 10 secs with no hands/feet down **Floorwork** ● 10 secs in mini-front support	**1 leg balance** ● 5 x mini-squats (both sides) **Seated balance** ● Transfer cone (swapping hands) with no hands/ feet down **Floorwork** ● Transfer cone in mini-front and mini-back support	**1 leg balance** ● 30 secs with eyes closed and 5 x ankle extensions (both sides) **Seated balance** ● Hold dish shape for 5 secs **Floorwork** ● Hold full front support and transfer cone in full front support	**1 leg balance** ● 5 x mini-squats with eyes closed (both sides) **Seated balance** ● Hold v-sit for 10 secs **Floorwork** ● Transfer tennis ball in front and back support	**1 leg balance** ● 10 x squats to ankle extensions eyes open then eyes closed (both sides) **Seated balance** ● With hands and feet off floor and eyes closed, retrieve cones from front/side/behind **Floorwork** ● Transfer tennis ball in front and back support
Coordination	**Sending & receiving** ● Roll/collect and throw/ catch large ball with 2 hands x 5 **Footwork** ● Side-step, hop, gallop and skip	**Sending & receiving** ● Throw and catch tennis ball with opposite hand (both directions) with and without bounce x 5 **Footwork** ● Side-step with front and reverse pivots	**Sending & receiving** ● Alternately strike 2 large balls using both hands x 5 / kick with alternate feet x 5 **Footwork** ● Hop-scotch off alternate leg forwards and backwards	**Sending & receiving** ● Throw and catch 2 balls in a circuit (in both directions) x 5 **Footwork** ● 3 step zigzag patterns forwards at speed with knee raise across body/heel raise	**Sending & receiving** ● Throw and catch 3 balls in a circuit (in both directions) for 30 secs **Footwork** ● 3 step zigzag patterns backwards at speed with knee raise across body
Dynamic Balance to Agility	**Jumping and landing** ● Jump from 2 feet to 2 feet forwards, backwards and side to side with rhythm x 3 **Reaction/Response** ● From 1,2 and 3 metres catch a large ball after 2 and then 1 bounce x 3	**Jumping and landing** ● Jump from 2 feet to 2 feet with quarter turn in both directions x 3 **Reaction/Response** ● From 1, 2 and 3 metres catch tennis ball after 1 bounce x 3	**Jumping and landing** ● Jump from 2 feet to 2 feet with 180 turn in both directions x 3 **Reaction/Response** ● From 1, 2 and 3 metres catch tennis ball after 1 bounce, balancing on one leg x 3	**Jumping and landing** ● 1 foot to 1 foot jumps sideways with knee raise and freeze on landing (hop / 1 foot to other) x 3 **Reaction/Response** ● From 1, 2 and 3 metres catch tennis ball after 1 bounce, with step and hand across body	**Jumping and landing** ● 1 foot to 1 foot jumps sideways with knee raise and freeze on landing (hop / 1 foot to other) x 3 **Reaction/Response** ● From 1, 2 and 3 metres, face away, respond to shout, turn and catch tennis ball after 1 bounce

Appendix 2:

High quality teaching and learning in PE is characterised by a broad, holistic approach where the aim is to develop the 'whole child'.

real PE has, therefore, been built around an assessment framework with clear learning journeys which develops a range of **personal, social, physical, health & fitness, cognitive and creative** abilities. Such 'abilities' also help align PE with whole school aims and other key agendas. The tables below show the learning journeys used to support and celebrate pupils' progress in their personal and social skills.

Personal

6	Take responsibility for my learning	Create learning plan and revise that plan when necessary. Accept critical feedback and make changes.
5	Embrace challenge	See all new challenges as opportunities to learn and develop. Recognise strengths and weaknesses and set appropriate targets.
4	Consistently try to improve	Cope well and react positively when things become difficult. Persevere with a task and improve performance through regular practice.
3	Take control	Know where I am with my learning and begin to challenge myself.
2	Keep trying	Try several times if at first I don't succeed and ask for help when appropriate.
1	Stay on task	Follow instructions, practise safely and work on simple tasks by myself.
Pre-1	Stay on task with help	Enjoy working on simple tasks with help.

Social

6	Lead others	Involve others and motivate those around me to perform better.
5	Help others	Give and receive sensitive feedback to improve myself and others. Negotiate and collaborate appropriately.
4	Work well with others	Cooperate well with others and give helpful feedback. Help organise roles & responsibilities and guide a small group through a task.
3	Improve others	Show patience and support others, listening carefully to them about our work. Happy to show and tell others about my ideas.
2	Help & encourage	Help, praise and encourage others in their learning.
1	Understand others	Work sensibly with others, taking turns and sharing.
Pre-1	Play with others with help	Play with others and take turns and share with help.

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Creating positive relationships with physical activity for life

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