

Subject Leader Impact Statement

Subject: Physical Education

Subject Leader: Graeme Hadwin

Actions

This year with the use of the PE and Sport leader Grant we have implemented a large number of changes to PE and School Sport at St Silas.

- Worked with a greater range of partners both at the school and externally in order to work with the children and staff to increase the effectiveness of PE in lessons.
- Worked with partners in continuing to monitor baseline and mid and late year fitness testing for Years 1-6 (testing in Summer 2 was abandoned due to a flood in school and the Summer 2 data gathering was cancelled).
- Established high quality CPD in Year 2 and with our partners working alongside our teachers in order to raise levels of confidence when delivering high quality PE.
- Increased the level and quality of gymnastics provision through using a quality gymnastic coach to provide expertise and CPD for staff, and quality lessons for children.
- Further increased the level of participation in competitive sports through joining an authority-wide sports association.
- Continued to increase the level of sports provision in school through the establishment of lunchtime sports for Years 3 and 4 as well as Year 5 and 6.
- Continued to use Year 6 children as Sports Leaders to work with Key Stage 1 and Reception children in playing sport and establishing skill in our lunch times zones and establishing early hand/eye and foot/eye skills.
- Continued to build on our range of PE and sports equipment in line with requirements and based on curricular and extra-curricular need and long term need.
- Continued to operate our open door policy of support from the PE subject leader (a sports specialist) and other skilled staff for professional developmental conversations.
- Worked with staff in highlighting good practice and praising children in celebration assemblies.
- Worked with welfare and teaching assistants in developing well-being and physical activity at lunchtimes.
- Provided physical activity equipment for use at lunchtimes within our zones.

Impact

- As competence in PE teaching has improved, delivery through increased ideas and skills has become much more professional and skilful
- Children are becoming better at PE and general levels of fitness across school are increasing.
- Level of engagement by pupils is increased as pace and skills learned in all lesson has increased.
- Children want to play competitive sports at lunchtime.
- Better equipment in school has to a wider participation rate as more children want to take part.
- School profile in the LA raised as the school is seen as a winning school.
- Self-esteem of children has increased as the children have become more competent in sports and PE.
- Greater range of sports available leading to wider participation.
- Parental knowledge of well-being and healthy lifestyles has increased through our multimedia delivery system

Evidence

- **Baseline and follow up fitness testing by BRFC has shown an improvement of 11% across the school between September 17 and January 18 (testing in July was cancelled due to a flood).**
- **The number of children taking part in Year 5 and 6 lunchtime sport has increased – sports attract 25-35 children each day**
- **The school has won or been placed in LA tournaments – boccia, gymnastics, netball, dodgeball**
- **More key stage 1 children actively taking part in sports related activity at lunchtime with the zonal play system operating at lunchtime and with the lunchtime dance club**
- **Number of CPD sessions in PE has increased in Gymnastics, Dance and Competitive sports.**
- **Five different sports played at lunchtimes throughout the week compared to one in the previous year (additionally the five sports change each term).**
- **An interactive video system to encourage physical activity and well-being has been purchased and CPD is progressing to aid its use.**
- **Information through our multimedia delivery system is being used to highlight how parents can improve and maintain health and well-being for their children.**