



## Hurst Park Primary School Subject & Curriculum Leadership Report

SUBJECT / CURRICULUM		PE	Date:
Leaders		S Jolley & A Brewis	22.10.20
	SECTIONS	SUMMARY EVALUATION	
<b>1</b>	<b>INTRODUCTION</b> Why do we teach what we teach?	<p>With a national emphasis on increasing physical activity and a healthy lifestyle for children, we provide a range of sports clubs and opportunities for physical activities throughout the school day. These include outdoor learning, the daily mile and active lunchtimes when specialist coaches include all children in fun and engaging physical activities.</p> <p>As a school, we aim to implement engaging and challenging lessons that inspire even the least active. There is a growing focus on the development of the whole child with a balance between physical, technical, psychological and social skills and how these can be developed to improve progression and success.</p>	
<b>2</b>	<ul style="list-style-type: none"> <li>● <b>INTENT</b> (Include reference to SEND and disadvantaged pupils)</li> </ul>	<p>PE provides all pupils, including SEND and disadvantaged pupils, with the opportunity to learn how to be successful participants in physical activity. Pupils will understand what physical activity looks and feels like and how, with practice, they can improve their individual skills to reach high quality outcomes. Pupils will be able to transfer these skills and apply them during sport specific competitions, both within and outside of school. Also, children will have an understanding of a healthy lifestyle and how daily physical activity plus their diet contributes to this.</p>	
	<ul style="list-style-type: none"> <li>● <b>IMPLEMENTATION</b></li> </ul>	<p>PE is taught in all classes from EYFS to Y6, focussing on the importance of both the breadth and depth of learning, and is well-supported by extra-curricular opportunities.</p> <p>In EYFS and KS1, we cover the national curriculum themes of skill based learning where the children develop and progress skills which can be used across a variety of sports, including athletics, gymnastics, dance, outdoor learning and multi-sports. The children are exposed to competitive, skill based games where they work in different and dynamic groups to include all abilities. KS1 teaching is supported with nationally recognised PE resources that provide extensive teaching and learning materials to build confidence (Real PE).</p> <p>In KS2, lessons are planned to cover the national curriculum themes of athletics, dance, gymnastics, swimming, outdoor learning and games (invasion as well as striking and fielding). Pupils will be exposed to a range of progressive activities around a theme, where they will demonstrate specific movements and link skills together to produce an intended outcome. They will develop confidence to work effectively within a variety of group dynamics. Pupils will be able to evaluate their own performance and those of others. They will have the opportunity to extend and challenge their skillset in every lesson.</p> <p>Class teachers and HLTAs deliver a broad range of lessons, including both indoor and outdoor PE. Specialist PE coaches are on hand across all year groups to deliver lessons to improve the knowledge and teaching of PE, which results in the pupils benefitting from high-quality coaching. Pupils are assessed termly using the steps and statements on Target Tracker – the school’s assessment system – in the same method as other curriculum subjects. This enables all pupils to make progress based on their starting points from the previous year.</p>	
	<ul style="list-style-type: none"> <li>● <b>IMPACT</b> (Include reference to SEND and disadvantaged pupils)</li> </ul>	<p>At Hurst Park, a pupil’s PE experience should provide a depth of learning in a positive and engaging environment. Basic underlying principles and skills will have been practised to develop these into more complex processes. Pupils will be confident to try new things and take risks. They will be able to make decisions and choices when planning tasks or performances. They will have a range of strategies for solving problems and show resilience to keep going when they find activities challenging. Pupils will understand the benefits of working in different group dynamics and have the confidence to lead and support others. They will understand the importance of physical activity in a wider context and possess the skills and enthusiasm to develop their learning further. SEND and disadvantaged pupils achieve well as they are provided with designated support from PE teachers to ensure their progression and development. All pupils leave Year 6 well-equipped for the next stage of their PE education.</p>	
<b>3</b>	<b>BROADER CURRICULUM</b> How does this subject promote elements of the broader curriculum, including SMSC, British Values, Eco-Schools, etc.?	<p>In PE all our pupils are encouraged to share ideas and value those of others. Through PE and Sport, we learn to work together and support all team members inclusive of all abilities and cultural backgrounds. Respect for all is a key concept at the heart of all learning in PE. The values of Respect, Resilience and Positivity are key features of all PE and school sport sessions. They are promoted and discussed in sports assemblies, PE lessons and competitions. Moral values are developed with an emphasis on fair play and pupils learn what constitutes good sportsmanship. Pupils are aware that they must accept differences and resolve conflicts quickly in order to achieve success. PE provides many cross curricular learning opportunities – as evident in PSHE when discussing the topic of healthy living and looking after our bodies. Also, with outdoor learning becoming a more prominent focus throughout the school, we have tied in our mathematical and geographical skills within the subject.</p>	



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<b>4</b>	<b>SUCCESSSES IN THE SUBJECT IN THE PREVIOUS YEAR</b> Focus should include the contribution of the subject to meeting whole school priorities	▶ Year 6 Sports Crew – A training day and commitment from the children in year 6 meant they were responsible and successful in running a lunchtime club for younger children.		
		▶ Achieved best sportsmanship in an Indoor Athletics Tournament, which resulted in the children being invited back to participate in the final.		
		▶ Hurst Park participated in a wider range of sporting competitions/tournaments. This included a dodgeball tournament when the children were awarded medals for great sportsmanship.		
<b>5</b>	<b>ACHIEVEMENT</b> Attainment, progress and the quality of learning for individuals, different groups, including SEND pupils, boys/girls, disadvantaged, CLA. Emphasise key skill development across curriculum	<b>Strengths</b>	▶ <b>Grade 2</b>	<b>Areas for Development</b>
		▶ All pupils engage in active discussion and share ideas to encourage tactical thinking and problem solving.		▶ Some pupils need more time to embed knowledge and develop key skills.
		▶ Exposure to a range of skills which can be transferred into many different sports.		▶ Continue to ensure that children have lots of opportunities to participate in competitive sport.
		▶ Pupils make good progress in PE.		▶
<b>6</b>	<b>TEACHING</b> Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, reading and literacy skills, assessment and next steps in learning. Marking, feedback.	<b>Strengths</b>	▶ <b>Grade 2</b>	<b>Areas for Development</b>
		▶ Differentiating and providing challenge for all.		▶ More robust and accessible assessment for PE.
		▶ Offer a wide range of activities to encourage participation and progression of all children.		▶ Quality of existing PE provision from CPD.
		▶ High expectations are evident from all staff through pupil engagement and progress.		▶
<b>7</b>	<b>LEARNING BEHAVIOURS</b> Including behaviour in lessons & around the school, attitudes to learning. Pupils' enjoyment and engagement in the subject, views of pupils/parents. Include SMSC	<b>Judgement</b>	▶ <b>Grade 2</b>	<b>Areas for Development</b>
		▶ PE is embedded in the ethos of the school and expectations are high.		▶ Continue to develop PE across the curriculum.
		▶ Almost all pupils view PE positively and enjoy participating, including at playtimes.		▶
		▶ Pupils challenge themselves and are confident in their abilities.		▶
<b>8</b>	<b>LEADERSHIP/MANAGEMENT</b> How well leaders demonstrate ambition, vision, high expectations, improve teaching and learning, develop staff, sustain improvement. Appropriate curriculum, equal opportunities, parental engagement	<b>Strengths</b>	▶ <b>Grade 2</b>	<b>Areas for Development</b>
		▶ Subject leaders and SLT have high expectations.		▶ New staff/existing staff new to teaching PE (including HLTAs) requires additional training.
		▶ Children receive regular input/support from specialist coaches and other sport professionals contribute to the subject.		▶ SLs to have more of an opportunity to observe and contribute to the teaching of the PE curriculum across the school.
		▶ Real PE, sporting events, competitions and celebration assemblies allow for good curriculum coverage.		▶ REAL PE to be implemented across the school once lockdown restrictions are relaxed and we can have training.
<b>9</b>	<b>OVERALL EFFECTIVENESS</b>	Overall, pupils achieve well in PE and teaching is good. Some staff still lack subject knowledge/confidence, however the implementation of the Real PE scheme in KS1 and the specialist sport coaches teaching has helped this. Both pupils and staff are positive about PE and expectations are high – particularly in terms of competition performance, which is highly regarded by the SLT, teachers, pupils and parents of the school.		
<b>10</b>	<b>WHAT IS A GOOD LEARNER LIKE ON LEAVING HURST PARK?</b>	A good learner enjoys PE, is enthusiastic and wants to continue their development through challenge. They have a good understanding of the subject and can perform a wide variety of skills successfully while also understanding which sports they will be able to use and manipulate them in. They know what it means to be a good sportsman and can participate in fair play. Children are confident performing in a competitive situation and work well as a team, while sharing ideas and valuing those of others. Through PE, hopefully children will find a skill they enjoy which they will continue outside of school. Good learners understand PE is necessary for a healthy lifestyle.		
<b>11</b>	<b>KEY AREAS FOR SUBJECT DEVELOPMENT</b> Especially achievement and quality of teaching	▶ Quality of existing PE provision from CPD.– this will require further staff training.		
		▶ Develop ways of recording/evidencing achievement in PE activities.		
		▶ SL to have more of an opportunity to observe and contribute to the teaching of the PE.		