

**Sport Impact**  
**End of Year Review – 2014/2015**





## Overview of CPD/Sport attendance – Sport Impact Specialist to complete

**School: Spring Grove**

**Subject Leader: Becky Griffiths**

**Sport Impact Specialist: Clare King**

Physical Education	✓	Sport	No's
BUPA	✓	Yr 5/6 cross country relays	
Matalan	✓	Yr 5/6 Hi 5 Netball ( cluster & final)	8
Create KS1	✓	Yr 5/6 Football ( local prelim & final)	20
Create KS2	✓	Yr 5/6 Cross Country	
C4L training	✓	Yr 5/6 Primary sports day	10
Subject Co-ord 1		Yr 5/6 Sportshall (Cluster and Final)	
Subject Co-ord 2		KS1 Primary Sports Day	10
Subject Co-ord 3		Yr 5/6 Tag Rugby (Cluster and Final)	20
Subject Co-ord 4		Yr 5/6 Girls Football	
Subject Co-ord 5		Yr 3/4 Primary Sports Day	
Subject Co-ord 6		Yr 5/6 Quicksticks Hockey	
Aegon Tennis LTA	✓	Yr 5/6 Keysteps Gymnastics	
		Yr 3/4 Keysteps Gymnastics	
		Yr 5/6 3v3 Basketball	
		Yr 5 Mixed Kwik Cricket	20
		Yr 3/4 Tennis Festival	10
		Yr 5/6 Quadkids	20
		Yr ¾ Quadkids	10



SPORT IMPACT

## Evidence of work that has taken place over the year

Monitoring & Evaluation	SI Specialist to complete	Subject Leader Comments (optional)
Vision statement	✓	On website
Self Review	✓	Completed
Action Plan	✓	Completed
Quality Mark		Schools to complete
Kitemark		Silver last year
Case Study		
<b>PE – Sport Impact support</b>		
Curriculum planning	✓	Real PE and digital support
SoW planning	✓	Real PE
Lesson planning	✓	Reception, Year 1, Year 2, Year 3 and Year 5
Modelling lessons	✓	Reception, Year 1, Year 2, Year 3 and Year 5
Lesson observations	✓	Reception, Year 1, Year 2, Year 3 and Year 5
Coaching/ mentoring	✓	Reception, Year 1, Year 2, Year 3 and Year 5
Subject leader mentoring	✓	Yes
NQT support	✓	Reception
Activity specific support	✓	Real PE, Gymnastics, Hockey, Cricket, Striking and Fielding, tennis, tag rugby
Whole school INSET		
<b>School Sport</b>		
Coaching for competition	✓	Netball, Athletics, Tennis, rugby!!
Intra school activities (specify no's)	✓	240
Clubs	✓	High 5 netball, tag rugby, quadkids, tennis, Leadership, Change for Life
<b>Healthy Active Lifestyles</b>		
C4L club	✓	Becky ran one

Playground markings		Already done
Leadership	✓	Year 5 Leadership Training

SPORT IMPACT

**Evidence of Impact 2014/2015 – Subject Leader to complete****1. Emerging****2. Established****3. Embedded**

	Prompts	Sept 2014 1/2/3	July 2015 1/2/3	What difference has it made?
1	<b>Does your school have a vision for PE and School Sport?</b> <ul style="list-style-type: none"> <li>Vision in place</li> <li>Promoted within school/ Govs/ parents</li> </ul>	3	3	<p>BG (as well as head teacher and teachers) have worked hard to ensure parents , governors and pupils are made aware of the PE vision through the website, on notice boards, through assemblies. Pupils, parents, governors and teachers feel that sport and healthy lifestyles are important to the school and are highly valued. All pupils access a varied PE curriculum and are given opportunity to take part in competitive sports.</p> <p>Next year we are going to focus on girls’ participation and attitude to PE and school sport. This will be through targeted clubs and lesson intervention.</p>
2	<b>Does your PE &amp; Sport provision contribute to overall school improvement?</b> <ul style="list-style-type: none"> <li>Any new PE activities used across school/subject areas?</li> <li>School values being promoted through PE &amp; sport?</li> </ul>	3	3	<p>This year we ran a Change for Life week that involved a whole school celebration of healthy and active lifestyles. This ran across curriculum areas. We have adopted Real PE this year that focuses on developing fundamental physical skills as well as Personal, Social and Cognitive skills. We have noticed that these skills have benefited pupils across curriculum areas. For example pupils are able to see the importance of resilience and teamwork in PE and transfer this to their literacy lessons. Our Leadership training resulted in 18 Year 5 pupils being trained up as sports leaders. They went on to support lunchtime sports and our Change for Life Club. The Leaders developed their communication, confidence and organisation skills. Sports Day was a perfect example of how school values were promoted through PE and Sport. All pupils were involved in the sports day and all pupils felt included and valued irrespective of where they finished in their race. Leaders and teachers supported the sports day. It was a great event.</p>

3	<p><b>Do you have strong leadership &amp; management of PE &amp; sch sport?</b></p> <ul style="list-style-type: none"> <li>• Clear overview of CPD needs</li> <li>• M&amp;E quality of PE lessons – how many? Outcomes?</li> <li>• M&amp;E progress of children – outcomes?</li> </ul>	2	2	<p>BG has a clear understanding of the CPD needs of the teachers through staff insets and questionnaires.</p> <p>CDK has worked with Reception, Year 1, Year 2, Year 3, Year4 , Year 5. Focusing on Real PE, Hockey, Striking and Fielding, Gymnastics.</p> <p>Assessment was piloted in a year 2 and year 3 class successfully. Children engaging in self-assessment and teacher making accurate assessment of pupils.</p> <p>Next year We are going to focus on developing the shared planning made available to teachers. We are also going to develop a more formalised model for assessment so teachers can see the progress pupils are making.</p>
4	<p><b>Do you provide a broad, rich and engaging PE Curriculum?</b></p> <ul style="list-style-type: none"> <li>• Opportunities to progress from fundamental movement skills, multi – skills, sports specific activities</li> <li>• Variety of activities? Individual, creative and team?</li> <li>• Curriculum time?</li> </ul>	2	2	<p>Staff follows a curriculum map which includes the fundamental skills (REAL PE, BUPA) and refers to the Tops and Matalan Cards plus other governing body resources such as Elevating Athletics. Next year We are going to focus on developing the shared planning made available to teachers as well as introducing Quad kids as a model for teaching athletics. The curriculum includes challenges, progressions, games and competition to fully engage the children in sport.</p>
5	<p><b>How good is the teaching and learning of PE in your school?</b></p> <ul style="list-style-type: none"> <li>• Staff more confident/competent? How do you know?</li> <li>• Increased staff K&amp;U of what children need to learn?</li> <li>• Pupil progress? Data?</li> </ul>	2	2/ 3	<p>Teachers understand what makes a lesson good. They are able to transfer their knowledge of good teaching in Literacy and Numeracy to PE. Children make good progress in lessons and follow clear learning journeys. Differentiation is used to challenge all pupils and promote progress. All pupils take part in PE and look forward to lessons. Next Year we need to capture more assessment data on pupils so we can show the progress they are making.</p>



6	<b>Are you providing HQ outcomes for YP through PE &amp; sport?</b> <ul style="list-style-type: none"> <li>• Can pupils retain info, apply skills and adapt tasks?</li> <li>• Do staff give opportunities for pupils to think &amp; work independently?</li> </ul>	2	3	<p>The introduction of Real PE into the curriculum has given pupils the opportunity to develop their fundamental skills and apply these skills in different games. They have also learnt to work independently and think for themselves. Teachers have been able to take the philosophy of this resource and apply it to their other PE lessons (and classroom lessons).</p>
7	<b>Are you providing a rich, varied &amp; inclusive school sport offer as extension of the curriculum?</b> <ul style="list-style-type: none"> <li>• Additional pupils participating in L 1 / L 2 activities? No's?</li> <li>• Additional clubs being offered? Outcomes</li> </ul>	2	3	<p>All pupils take place in intra school sport. BG allows a range of pupils to take part in L2 sport. Children are also encouraged to extend their sport through the promotion of local clubs. A range of extra-curricular clubs are offered before and after school.</p>
8	<b>Are all pupils given a range of opps to be physically active &amp; do they understand how physical activity can help them to adopt a healthy and active lifestyle?</b> <ul style="list-style-type: none"> <li>• M&amp;E targeted children ? data?</li> <li>• Intervention activities? What has been the difference?</li> </ul>	2	3	<p>This year we ran a Change for Life week that involved a whole school celebration of healthy and active lifestyles. This ran across curriculum areas. BG has run a morning Change for Life Club. We have also piloted a 5 a day exercise programme trialled in nursery and reception. This allows pupils to take part in more daily activity. Pupils are made aware of the importance of being physically active and local clubs are promoted to the pupils.</p>