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

Impact Report

In partnership with Create Development
Subject Leader Report

Developing and delivering an outstanding PE Curriculum for all children

To bring about real and long-lasting change in the way PE was delivered at Whitemoor, it was important we went beyond finding a resource and instead found something which would provide a whole new approach to the subject. To put it simply - this was real PE.

real PE and the supporting resources, have helped shaped our PE delivery so that it is much more inclusive, but at the same time much more challenging. All children at the school now see the lessons as valuable learning time and love taking part in the breadth of activities and challenges. What’s more it has provided a vehicle for the many children we have with higher levels of needs to access PE learning and make good progress.

For class teachers, it has helped raise their confidence levels significantly, as well as challenging views they may have held about PE being a subject for the few, not the many. The whole ‘buy in’ we have seen has been testament to the quality and accessibility of Lesson Plans the Schemes of Work provide.

Over time, as this innovative approach towards PE has been embedded in school practice, we have observed numerous benefits. One such example would be that Whitemoor’s children are now much more confident and competent self-differentiating and setting independent challenges - not only in these lessons, but throughout the curriculum.

In summary, we can’t speak highly enough of the difference real PE has made at the school.

Phill Jackson, PE, Sport and Physical Activity Leader and Pete Bevington, Curriculum Leader

real PE has been instrumental in my own professional development. The well structured lessons have given the children a fun and purposeful education, which enhances their physical and social skills.

Mr Lord, Deputy Head and Year 5 Teacher
Where we are now
A sustained commitment is established to improve the quality of existing PE teaching through continuing professional development in PE for generalists, 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.

"real PE provides exciting and enjoyable experiences, which encourage everyone to get actively involved in lessons. My confidence has significantly improved through the supportive team-teach approach we use when delivering real PE."
Miss Proud, Year 3 Teacher

Initial assessment

What percentage of staff enjoy teaching PE? 37%
What percentage of staff feel confident to teach PE? 32%
What percentage of staff feel empowered to teach high quality PE lessons? 32%

Re-assessment

What percentage of staff enjoy teaching PE? 89%
What percentage of staff feel confident to teach PE? 89%
What percentage of staff feel empowered to teach high quality PE lessons? 89%
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.

Pupil Engagement:

"The games are really fun and exciting, and they involve everyone. It has helped me with my confidence and made me better when working in a team.
Millie, Year 6"

"I love how the games are imaginative, but also develop skills that help in other sports and with general physical activity. It makes me feel confident in my abilities.
Mason, Year 5"

Initial assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>What percentage of pupils enjoy PE?</td>
<td>41%</td>
</tr>
<tr>
<td>What percentage of pupils feel successful in PE?</td>
<td>50%</td>
</tr>
<tr>
<td>What percentage of pupils feel challenged in PE?</td>
<td>47%</td>
</tr>
</tbody>
</table>

Re-assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>What percentage of pupils enjoy PE?</td>
<td>92%</td>
</tr>
<tr>
<td>What percentage of pupils feel successful in PE?</td>
<td>78%</td>
</tr>
<tr>
<td>What percentage of pupils feel challenged in PE?</td>
<td>85%</td>
</tr>
</tbody>
</table>
Pupil Progress:
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.

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.

See appendices on pages 14-17 for further detail of assessment criteria
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 money 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 recognised by parents, governors, senior leaders and across all staff. PE is highly valued throughout the school community.

“real PE has had an enormous impact at Whitemoor Academy, acting as a powerful tool for changing pupils’ mindsets and bringing about whole school improvement.”

Judi O’Leary, Executive Headteacher

real PE was an obvious choice for us to include within our curriculum, in part due to its close alignment with our school values: Shine, Get Involved and Stamp Your Personality. Added to this, promoting healthy, active lifestyles is very important to us, and real PE makes this easier by showcasing PE and sport as fun and accessible for all.

As a school we pride ourselves on catering for every ability and need, with the resource mirroring this through its creative challenges, as well as the active roles it provides for each individual within lessons.

Additional to the physical gains it leads to, the non-physical focuses have helped with the holistic development of our pupils. It has been a great way for pupils to express themselves positively, both in and out of PE lessons. This has improved peer relationships and pupil and teacher relationships, and consequently standards of behaviour.

What’s more, it has been wonderful to see our pupils replicating real PE games at break and lunchtimes. The sheer range of activities within the Schemes of Work mean there is something to capture the interest of all pupils and develop their love of active play.

As the designated PE specialist, I have used real PE to help up-skill our teachers and give them the confidence to deliver the lessons independently. The accessible nature of the resources helps teachers provide outstanding learning experiences. More recently, teachers have begun to implement real PE strategies within the classroom, for example self-differentiated challenges.
Next Steps...

Following the success of real PE, we are planning on investing in our gymnastics curriculum via the real gym programme. This will involve staff members from each phase attending training in order to deliver high quality gym lessons as part of the PE curriculum, with a view to then training all staff via an inset.

To further develop the standard of teaching and learning in PE, we will continue using the Learning Nutrition framework alongside our real PE drop-ins and observations so that staff are able to see progression in their own lessons and begin to apply these principles in other lessons to change children’s mindsets. In relation to the Learning Nutrition framework, we will have a school focus over the coming year on further developing the quality of assessment for learning within lessons and also effective strategies to give children more ownership within their PE lessons.

We want to explore how we can build on the work we do in curriculum time by looking at how we can engage parents in supporting physical activity and ‘play’ in the home. With this in mind, we will be looking to pilot the real play programme as a way to reach out to our families and communities. This additional support to help families means that the philosophy of real PE will be embedded within family values and culture which can have a massive impact on the whole child.

Finally, we plan to explore how we can align and embed competition experiences within the school to the Personal Best philosophy outlined in the real PE programme, particularly at Key Stage 1, to ensure that all children benefit and learn from healthy competitive experiences. We plan to integrate this approach with our Key Stage 2 leadership programme, with young leaders taking responsibility for organising and delivering many of these opportunities.

With the confirmed financial gain for PE and Sport we plan on investing a large amount of our PE and Sport Premium funds on future training and resources or staff to ensure we are ‘redefining what is possible’ in the field of PE and Sport in our school.
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.

<table>
<thead>
<tr>
<th>Balance</th>
<th>Coordination</th>
<th>Dynamic Balance to Agility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 leg balance</td>
<td>1 leg balance</td>
<td>1 leg balance</td>
</tr>
<tr>
<td>• 10 secs (both sides)</td>
<td>• 5 x mini-squats (both sides)</td>
<td>• 10 x squats to ankle extensions eyes open then eyes closed (both sides)</td>
</tr>
<tr>
<td>Seated balance</td>
<td>Seated balance</td>
<td>Seated balance</td>
</tr>
<tr>
<td>• 10 secs with no hands/feet down</td>
<td>• Transfer cone (swapping hands) with no hands/feet down</td>
<td>• Hold dish shape for 5 secs</td>
</tr>
<tr>
<td>Floorwork</td>
<td>Floorwork</td>
<td>Floorwork</td>
</tr>
<tr>
<td>• 10 secs in mini-front support</td>
<td>• Transfer cone in mini-front and mini-back support</td>
<td>• Hold full front support and transfer cone in full front support</td>
</tr>
<tr>
<td>Sending &amp; receiving</td>
<td>Sending &amp; receiving</td>
<td>Sending &amp; receiving</td>
</tr>
<tr>
<td>• Roll/catch large ball with 2 hands</td>
<td>• Throw and catch tennis ball with opposite hand (both directions) with and without bounce</td>
<td>• Alternately strike 2 large balls using both hands x 5/kick with alternate feet x 5</td>
</tr>
<tr>
<td>Footwork</td>
<td>Footwork</td>
<td>Footwork</td>
</tr>
<tr>
<td>• Side-step, hop, gallop and skip</td>
<td>• Side-step with front and reverse pivots</td>
<td>• 3 step zigzag patterns forwards at speed with knee raise across body/heel raise</td>
</tr>
<tr>
<td>Jumping and landing</td>
<td>Jumping and landing</td>
<td>Jumping and landing</td>
</tr>
<tr>
<td>• Jump from 2 feet to 2 feet forwards, backwards and side to side with rhythm</td>
<td>• Jump from 2 feet to 2 feet with quarter turn in both directions</td>
<td>• 1 foot to 1 foot jumps sideways with knee raise and freeze on landing (hop / 1 foot to other)</td>
</tr>
<tr>
<td>Reaction/Response</td>
<td>Reaction/Response</td>
<td>Reaction/Response</td>
</tr>
<tr>
<td>• From 1,2 and 3 metres catch a large ball after 2 and then 1 bounce</td>
<td>• From 1, 2 and 3 metres catch tennis ball after 1 bounce</td>
<td>• From 1, 2 and 3 metres catch tennis ball after 1 bounce, with step and hand across body</td>
</tr>
</tbody>
</table>

Pre-yellow

<table>
<thead>
<tr>
<th>Balance</th>
<th>Coordination</th>
<th>Dynamic Balance to Agility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 leg balance</td>
<td>1 leg balance</td>
<td>1 leg balance</td>
</tr>
<tr>
<td>• 10 secs (both sides)</td>
<td>• 5 x mini-squats with eyes closed</td>
<td>• 10 x squats to ankle extensions eyes open then eyes closed (both sides)</td>
</tr>
<tr>
<td>Seated balance</td>
<td>Seated balance</td>
<td>Seated balance</td>
</tr>
<tr>
<td>• Transfer cone (swapping hands) with no hands/feet down</td>
<td>• Hold dish shape for 5 secs</td>
<td>• Hold v-sit for 10 secs</td>
</tr>
<tr>
<td>Floorwork</td>
<td>Floorwork</td>
<td>Floorwork</td>
</tr>
<tr>
<td>• Transfer cone in mini-front and mini-back support</td>
<td>• Hold full front support and transfer cone in full front support</td>
<td>• Transfer tennis ball in front and back support</td>
</tr>
<tr>
<td>Sending &amp; receiving</td>
<td>Sending &amp; receiving</td>
<td>Sending &amp; receiving</td>
</tr>
<tr>
<td>• Roll/catch large ball with 2 hands</td>
<td>• Throw and catch tennis ball in a circuit (in both directions)</td>
<td>• Throw and catch 3 balls in a circuit (in both directions) for 30 secs</td>
</tr>
<tr>
<td>Footwork</td>
<td>Footwork</td>
<td>Footwork</td>
</tr>
<tr>
<td>• Side-step, hop, gallop and skip</td>
<td>• 3 step zigzag patterns backwards at speed with knee raise across body</td>
<td>• 3 step zigzag patterns backwards</td>
</tr>
<tr>
<td>Jumping and landing</td>
<td>Jumping and landing</td>
<td>Jumping and landing</td>
</tr>
<tr>
<td>• Jump from 2 feet to 2 feet with quarter turn in both directions</td>
<td>• 1 foot to 1 foot jumps sideways with knee raise and freeze on landing (hop / 1 foot to other)</td>
<td>• 1 foot to 1 foot jumps sideways with knee raise and freeze on landing (hop / 1 foot to other)</td>
</tr>
<tr>
<td>Reaction/Response</td>
<td>Reaction/Response</td>
<td>Reaction/Response</td>
</tr>
<tr>
<td>• From 1,2 and 3 metres catch a large ball after 2 and then 1 bounce</td>
<td>• From 1, 2 and 3 metres catch tennis ball after 1 bounce</td>
<td>• From 1, 2 and 3 metres, face away, respond to shout, turn and catch tennis ball after 1 bounce</td>
</tr>
</tbody>
</table>
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**

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

**Social**

- Pre-1: Play with others with help
- 1: Enjoy working on simple tasks with help.
- 2: Help & encourage others.
- 3: Cooperate well with others and give helpful feedback. Help organise roles & responsibilities and guide a small group through a task.
- 4: Work well with others. Help organise roles & responsibilities and guide a small group through a task.
- 5: Give and receive sensitive feedback to improve myself and others. Negotiate and collaborate appropriately.
- 6: Involve others and motivate those around me to perform better.

**Complete Learning**

- Pre-1: Play with others with help
- 1: Enjoy working on simple tasks with help.
- 2: Help & encourage others.
- 3: Cooperate well with others and give helpful feedback. Help organise roles & responsibilities and guide a small group through a task.
- 4: Work well with others. Help organise roles & responsibilities and guide a small group through a task.
- 5: Give and receive sensitive feedback to improve myself and others. Negotiate and collaborate appropriately.
- 6: Involve others and motivate those around me to perform better.

**Consistently try to improve**

- Keep trying
- Embrace challenge
- Keep trying
- Take responsibility for my learning
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