

## Corsham Primary School

### School Development and Improvement Plan 2015/2016

| <b>PERSONAL DEVELOPMENT, BEHAVIOUR &amp; WELFARE</b>   | <b>Focus Area: PE</b><br><br><b>Led by: Caroline Pegrum</b> | <b>Target:</b><br><b>Teacher's to be confidently teaching the new scheme of work – REAL PE.</b>                                |  |  |
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| <b>Section 1 – Improving engagement in regular physical activity</b>   |   |  |  |  |
| <b>Tasks</b>   | <b>Date to be achieved</b>                                  | <b>What has been achieved</b>  | <b>Impact</b>  | <b>Evidence</b>  |
| Improve the PE resources at both sites<br>£200   | On Going  | Athletics resources have been brought and plan written to use in 2016/2017   | New lesson plans to be embedded.   | To be used in 2016/2017  |
| Continue to promote and improve the attendance of after school clubs and offer a wide range of activities<br>£:0           | July 2016   | Regular attendance by children to a variety of clubs   | Having a variation has increased children attending.                               | Having a variation has increased children attending.                                   |
| Audit children in school and find out how many currently attend an after school club<br>£:0                                | July 2016   | Regular attendance by children to a variety of clubs   | Having a variation has increased children attending.                               | Having a variation has increased children attending.                                   |
| Provide a Highly able after school club promoting key skills e.g. co-ordination<br>Run by up and under coaches.<br>£: 1000 | April 2016  | Highly able Year 5 and 6 children were invited to attend after being selected by PE co-ordinators and there was a big take up. | Highly able children more confident, used as learning champions as well in lessons | Children have more confidence and teacher becoming more confident at identifying them. |
| Promote Huff and Puff in enrichment assemblies half termly.  | April 2016  | Huff and Puff promoted but not regularly. New  | Children still regularly using Huff and Puff                                       | New equipment needed and promoted again in   |

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| £:0  |                            | equipment needs for 2016/2017  |   | 2016/2017  |
| Promote the new PE S of W (REAL PE) and resources available<br>£:0   | December 2015              | Inset and training provided to all teaching staff.   | Teaching receiving mentoring from Up and Under which has been successful and teachers using the scheme.                                 | Children's skills improving but more needs to be embedded.   |
| <b>Section 2 – Raising the profile of PE an Sport as a tool for whole school improvement</b>   |                            |  |   |  |
| <b>Tasks</b>   | <b>Date to be achieved</b> | <b>What has been achieved</b>  | <b>Impact</b>   | <b>Evidence</b>  |
| Introduce and use Real PE scheme of work – to ensure that teachers can teach 'Good and Outstanding' PE lessons, Mentoring from Up and Under<br>£: 4000 | July 2016                  | Mentoring sessions were outstanding. Teachers that received the mentoring using the scheme but others still require mentoring in next academic year. | Children are really enjoying the games and skills being taught through Real PE.   | Lessons observed but more guidance needed to teachers who haven't received the mentoring.                    |
| Provide inset training to teachers about Real PE scheme.<br>£:0 (free session)   | September 2015             | This was a really good session with lots of positive attitudes coming from the staff to use it.  | Teachers are beginning to use the scheme and have a good understanding. Teacher are also interested in using the Up and Under Mentoring | Teachers have a positive attitude towards using the scheme and they are regularly using it in their lessons. |
| Provide greater understanding of swimming and water safety through ASA charter scheme<br>£120  | April 2016                 | New scheme brought and lesson plans used.  | Swimming sessions a lot more structured and more progress made with children.   | Teachers showing better skills and learning objectives to achieve.   |
| <b>Section 3 – Increase staff confidence and knowledge (CPD)</b>   |                            |  |   |  |

| <b>Tasks</b>   | <b>Date to be achieved</b> | <b>What has been achieved</b>  | <b>Impact</b>   | <b>Evidence</b>   |
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| Up and Under coaching to provide mentor and coaching sessions with specific staff to ensure 'Outstanding' lessons taught.<br>£: 2500 | On Going                   | Provided coaching and mentoring sessions and teachers really found useful and using the planning.                    | Teachers more confident at using Real PE after this mentoring. Better lessons being taught and children enjoying the activities more. | More lessons being taught using Real PE, progress being made in the fundamental skills. |
| Observe coaching and mentoring sessions with outside providers to ensure quality provision x 2 per year<br>£:                        | July 2016                  | Observed coaching and mentoring sessions and teachers really found useful and using the planning.                    | Matt Johns from Up and Under produced some great lessons, children really engrossed and teachers inspired afterwards.                 | Children really positive about the fundamentals and games.                              |
| To carry out lesson observations in order to monitor 'outstanding' lessons<br>£:   | On Going                   | Observed coaching and mentoring sessions and teachers really found useful and using the planning.                    | Matt Johns from Up and Under produced some great lessons, children really engrossed and teachers inspired afterwards.                 | Children really positive about the fundamentals and games.                              |
| Audit staffs confidence after up and under coaching to ensure and monitor impact.<br>£:  | On Going                   | Teachers that received the mentoring are more confident with teaching Real PE. They liked the ideas and skills used. | More Real PE lessons being taught.  | Teachers are more confident.  |
| Use new scheme of work<br>£:0  | On Going                   | New medium term plans created for 2016/2017 to match   | Medium term plans   | To be seen in 2016/2017   |

|  |                            | what is happening in the curriculum.   |  |   |
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| <b>Section 4 - Increase the range of sports and activities that are on offer</b>   |                            |  |  |   |
| <b>Tasks</b>   | <b>Date to be achieved</b> | <b>What has been achieved</b>  | <b>Impact</b>  | <b>Evidence</b>   |
| Purchase specialist equipment and teaching resources to develop a non-traditional activity<br>£300   | On Going                   | Equipment not purchased as change to medium term plans.<br>Consider in 2016/2017 | Equipment not purchased as change to medium term plans.<br>Consider in 2016/2017 |   |
| Provide additional activities such as outdoor and adventurous activities<br>£300   | On Going                   | Orienteering equipment used for year 5& 6 and used around the school grounds.    | Children confident at using the equipment and enjoyed the activities.            | Children confident at using the equipment and enjoyed the activities. |
| Continue to promote and improve the attendance of after school clubs and offer a wide range of activities<br><br>See section 1                 | On Going                   | See section 1  | See section 1  | See section 1   |
| Provide a Highly able after school club promoting key skills<br>e.g. co-ordination<br>Run by up and under coaches.<br>£: 1000<br>See section 1 | See section 1              | See section 1  | See section 1  | See section 1   |
| <b>Section 5 – Ensure Progression</b>  |                            |  |  |   |
| <b>Tasks</b>   | <b>Date to be achieved</b> | <b>What has been achieved</b>  | <b>Impact</b>  | <b>Evidence</b>   |
| Increase the number of children able to swim once they leave Year 6<br>£: 120  | On going                   | Children have become more confident at swimming and more children                | More children swimming confidently by the end of year 4.                         | More children swimming confidently by the end of year 4.              |

|   |           |   |  |   |
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|   |           | swimming by the end of year 4.  |  |   |
| Investigate and establish a system of tracking progress without levels across the whole school.<br>£:   | July 2016 | New traffic system in place   | Traffic lights completed and data provided as first year of stages hard to see impact. | Traffic lights completed and data provided. |
| <b>Success Criteria:</b><br>(Linked to Target and Measurable) <ul style="list-style-type: none"> <li>• 40% of lessons observed will be outstanding</li> <li>• 60% of lessons will be good or outstanding</li> <li>• Teachers to use new scheme of work bought successfully and matches the new curriculum</li> <li>• Profile of Physical Activity raised</li> </ul> |           | <b>Evaluation of Success Criteria:</b> <ul style="list-style-type: none"> <li>• 40% of lessons observed will be outstanding</li> <li>• 60% of lessons will be good or outstanding</li> <li>• Teachers that have received the mentoring are using the new scheme of work bought successfully</li> <li>• Profile of Physical Activity beginning to be raised</li> </ul> |  |   |
| Budget Implication:   |           |   |  |   |