

The impact of additional funding on improving the quality and breadth of

PE and sport provision at Bengeworth CE Academy

Aim

To improve the quality and breadth of PE and sport provision at Bengeworth CE Academy, including increasing participation in PE and sport and offering more competitive opportunities so that all pupils develop healthy lifestyles and reach the performance levels they are capable of.

Achievement in weekly PE lessons

Children have access to two hours of high quality PE each week. Our broad and balanced curriculum is personalised to build on what pupils already know, understand and can do. It then identifies what pupils need to do next in order to move forward. We offer an extensive array of traditional and non traditional activities which captures the interest and imagination of large numbers of pupils and encourages them to participate regularly in lessons. All children access high quality experiences in athletics, dance, games, gymnastics, outdoor adventurous activities and swimming, all of which are taught in depth to achieve quality and progression.

Through the provision of good and outstanding lessons, the children are enthused and inspired to participate fully and develop a love for PE and school sport. Having a specialist PE teacher and coaches concentrating with specific year groups has made a significant contribution to stimulating pupils' early interest and enthusiasm for play, physical activity, attitudes and behaviour in PE lessons.

Achievement in PE is positive with all children achieving age related expectations by the end of the Key Stages. Boys, girls and those with special educational needs all make similar progress. In the Early Years Foundation Stage, most children exceed age related expectations. They are confident in moving around indoor and outdoor spaces safely and demonstrate fine and gross motor skills in structured play, formal fundamental lessons, dance and gymnastics.

Over the course of the academic year some classes are timetabled at the same time. The PE specialist and specific sports coaches work alongside inexperienced members of staff in a well-organised programme of team-teaching that runs throughout the year. Pupils of different abilities are grouped together and matched with the relevant teacher and coach to help them progress. The most able pupils benefit from the specialist teaching which enables them to achieve above average standards. Less able pupils are taught by teachers and coaches who match lesson content to what pupils know, understand and can do, so all are interested and engaged. Less able pupils also benefit from additional support from trained classroom support professionals, to help them secure basic fundamental movement and ball-handling skills. By offering such a personalised curriculum pupils' different abilities and interests are matched and catered for.

All children from Year 1 through to Year 5 swim at Evesham Leisure Centre in order to meet national expectation. We ensure that all children are adequately set into ability groups so that they meet national requirements. An extensive programme is offered to enable pupils to learn to swim, experience water safety and personal survival. Extra swimming top up sessions and gala squad training also take place to cater for every child.

Professional development and training provided by the the PE specialist, coaches and Worcestershire and Herefordshire SSP, has increased non specialist staff knowledge and understanding which has empowered achievement in PE across the school. Opportunities for new and inexperienced teachers to work with such expert practitioners has clearly strengthened their confidence to introduce new activities and try new approaches to teaching. Teachers generally feel more willing to demonstrate their skills and knowledge of different activity areas. Pupils enjoy replicating teachers demonstrations and value the positive comments,

technical advice and praise provided by them.

Increased participation in competitive school sport

We provide termly opportunities for all pupils to access and compete in inter and intra competitive school sport. Everyone is encouraged to achieve their 'personal best' in everything they do. That way all children have goals to reach which maintains high standards and expectations. Those children who excel in PE and school sport are constantly provided with opportunities to raise individual performances during lessons and after school clubs.

All of the children all play an active role in inter school competition throughout the year. This is particularly evident during the Summer term. The PE specialist introduced a new format to Sports Day and inter school athletics and strike and fielding competitions in 2012. They remain key vehicles to increasing competitive opportunities across the school.

Staff have high expectations of what the children can achieve, especially those who are gifted and talented. Lessons are planned to provide high end, challenging and engaging work for those who excel. We encourage them to lead others during warm up's and cool down's, coach small groups and offer demonstrations when appropriate. We offer discrete gifted and talented squad training sessions and invitation only after school clubs specific sports like hockey, gymnastics and football.

Every year we take part in the local cluster football league. We organise a 'B team' football tournament in the Spring to encourage those children who do not play at club level to compete. Each academic year we organise and host a tag rugby festival for Year 4 children as a culmination of the Worcester Warriors educational programme. Other events include organising and hosting netball, hockey, rounders, kwik cricket and athletics fixtures against local schools.

Since 2012 the PE specialist has forged links with PE teachers in local middle and secondary schools to offer the Year 5 children opportunities to engage with young sports leaders in Year 6 and above. This has provided Bengeworth the opportunity to use their facilities and engage with the sports leaders programmes around Evesham. Leaders in years 7 and above work with our teachers to support our own events and fixtures.

The impact of the SSP in maximising participation and increasing regular competition is evident. In 2012 40% of our children took part in local events. This increased to 60% in 2013. Subject monitoring and evaluation are now systematic which include lesson observations, auditing children's participation activities outside of school and analysing pupils' participation in extra-curricular programmes and competitions.

Engaging in school sport partnership events has led to the development of a robust curriculum. We continue to provide as many opportunities for all of our children to take part in as many traditional and non traditional activities as possible. Children with differing interests are invited to take part in diverse sports, ranging from kick boxing and street dance to cheerleading and new age kurling. Regular mini-festivals with other schools strengthens the achievement and enjoyment of all pupils, including those with special educational needs. The combination of competitive and non competitive activities increases enjoyment and achievement in PE.

Creating formal school-to-club links has raised awareness and enhanced competitive opportunities locally. We have recently established 10 formal club links in Evesham. Coaches from the clubs organise specific programmes for different year groups in school, throughout the year. We then signpost the children out into formal club environments. This enhances the link into the community and ensures that more pupils can extend their skills away from school.

Personal health and well-being

PE makes an excellent contribution to pupils' personal development and well-being. Children are enthused by their PE lessons with Ofsted (2012) documenting that it is one of their favourite subjects, alongside Art. High participation rates and impeccable behaviour are testimony to high levels of pupil enjoyment and engagement.

Regular participation during lessons and enrichment activities aid pupils' attitudes by instilling confidence, self esteem and promoting positive attitudes towards learning. Children join in enthusiastically, demonstrating imagination and creativity in everything they do. Teamwork is particularly strong and pupils cooperate well in group activities.

Pupils' personal development and well-being are enhanced in Years 4 and 5 by providing opportunities to train as Playground Leaders during curriculum time. The PE specialist offers a structured programme to train leaders to organise informal games and sports activities for younger children in school. This helps to boost organisation and communication skills.

Pupils are challenged to improve their personal fitness during PE lessons. Periods of cardiovascular and muscular strength and endurance are an integral part to the curriculum. Pupils are challenged to warm up vigorously and build stamina and strength by participating in sustained periods of physical activity. Discrete fitness units of work are also taught from KS1 to enhance this important subject area. Children talk openly about the importance of keeping fit and healthy from as early as Reception.

Many pupils take part in extra curricular clubs, with many regularly participating in clubs outside of school. Some children have represented at County and Regional levels.

Improved attitudes and behaviour towards learning

During extended break and lunchtimes, children have access to structured playground activities run by the PE specialist, coaches and lunchtime supervisors. The playgrounds are well structured and activities on offer regularly change to keep everyone engaged and enthused. The school council feels that these session arrangements work well and regularly meet to discuss activities on offer. Additional funding has supported playground games enabling the school to purchase plenty of new, colourful equipment for the children to play with.

Having such a structured playground has also made a significant impact on improving pupils' behaviour. Minor incidents in the playground have significantly reduced because pupils are actively engaged in fun activities being supervised by easily recognisable older pupils. This in turn has a positive effect on lessons throughout the school day.

The PE specialist has written schemes of work for all non specialist staff in games, gymnastics and dance. This specific guidance has enhanced progression across the year groups and improved children's experiences. Such provision has helped to avoid the duplication of activities across key stages and has ensured that lessons contain suitably challenging tasks for pupils of different ages and abilities.

Through such sharply focused long term planning, teachers are provided with plenty of scope to offer regular opportunities for children to be creative, make decisions for themselves and practise skills independently, in pairs and small groups for sustained periods of time.

During the PE specialists lessons, children always have access to the four main strands; acquiring and developing skills; selecting and applying skills, tactics and compositional ideas; evaluating and improving

performance and knowledge of fitness and health. This helps to generate a wider understanding of the subject which in turn, improves attitudes and behaviour.

Opportunities to observe each others' work is a regular part to every lesson. Children from as young as Reception age are regularly asked to talk about 'what went well' and 'what needs to happen next in order to improve'. As a result, children learn how to provide appropriate feedback to improve their own performance. Children are taught how to break down skills step-by-step through the development of fundamental movement skills, and do not move on until they are ready.

Measuring pupils' progress in PE is undertaken by all teachers every lesson. However the main formal assessment using levels of attainment are recorded three times a year in dance, games and gymnastics by the PE specialist. Core tasks are often used as a baseline before the teaching of the specific area of activity. Children then re-visit the core task at the end of a scheme of work to measure progress.

Children access regular assessment and feedback sessions during PE lessons. They often discuss their own and others' work individually, in pairs and in small groups using child friendly assessment cards. Video footage and photographic evidence also enhances where the children are and what they need to do in order to improve.