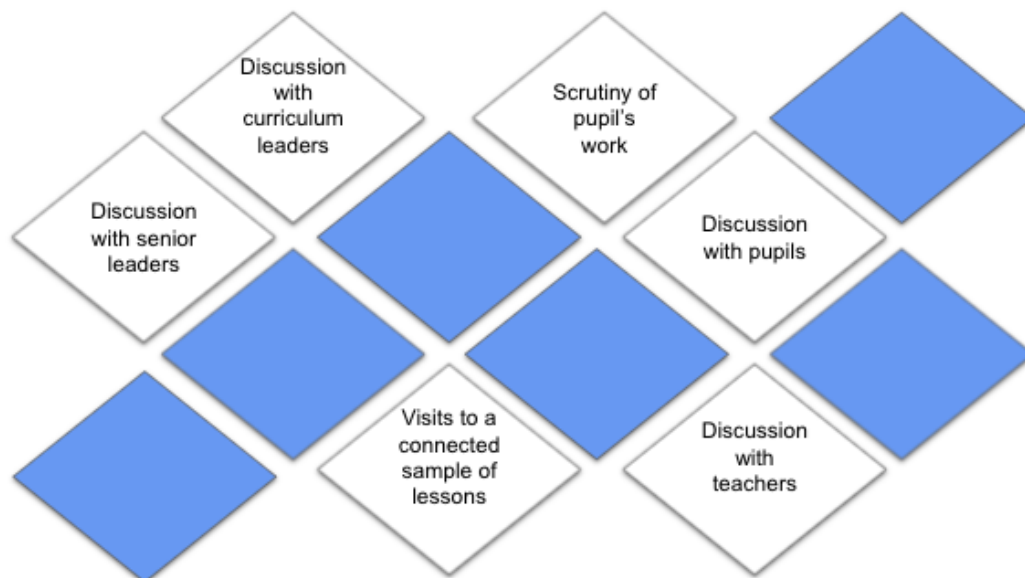



Physical Education monitoring visit




Completed by: Neil Willis - Link Governor

Date: 21/3/23

Task	Observations
<p>Discussion with curriculum leader</p> <p>What drives the curriculum in your area of responsibility?</p> <p>Tell us about your role as PE coordinator? What motivates you to lead PE? What is your ambition for PE at Appletree?</p> <p>Where are you up to with the design of the PE curriculum?</p> <p>How are you ensuring the appropriate content choice and sequencing of PE? Does your curriculum go from Little Pips to Y4 and transition to middle school?</p> <p>How does your curriculum and the way it is taught support pupils to know more and remember more?</p> <p>How do you know that they know and remember more?</p>	<p>Appletree is a Platinum School Games Award holder, this comes after 5 consecutive Gold Awards. The re-certification is now biannual and since Covid has a focus on Inclusion. There is also a Leadership aspect and this has led to identified PE Pupils Leaders(10 x Yr 4) who have roles including organisational tasks to ensure the lunch activities developed with C.Stamp run effectively. The range of activities has had a significant positive impact on pupils at lunchtime. New markings and zoning including new mile route all have helped improve the wider offer.</p> <p>Significant work has been implemented and resulted in a very clear curriculum in PE. Careful attention has been made to the most appropriate schemes of work for different elements and sports and now a combination of PE Hub, Val Sabin and North Tyneside scheme and resources ensure that the curriculum offer meets the needs of all pupils at Appletree Gardens. The curriculum has been mapped against local sports competitions and festivals so that all pupils have an opportunity to participate. Each section is well resourced to develop the confidence of staff and this has been accompanied by staff CPD as schemes have been introduced.</p> <p>Skill development is mapped across the phases now from Nursery to Year 4 supporting the development of skills and related knowledge. Attention has been paid to terminology and question stems in the indoor and outdoor learning spaces, these can be applied to teaching across year groups and activities.</p> 

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<p>Show me how you think your curriculum is ambitious</p> <p>Can you show me an example of something that children learn in year 2 and how this builds on what they learn in year 1? How is your curriculum tailored for SEN and pp students?</p> <p>What are the strengths and weaknesses of this subject at Appletree?</p> <p>What CPD have the staff taken part in? What further staff CPD progression is planned?</p> <p>What are the next steps for your subject at Appletree?</p>	 <p>There is a growing bank of evidence to show development and it was clear that skills are not only developed within an activity such as gymnastics but also across activities for example, hand-eye-ball coordination.</p> <p>The new display is an excellent way of communicating the PE curriculum and also the QR Codes linked to short videos of evidence of progress pupils have made.</p> <p>CPD has included expectations for teaching, training to use new resources such as PE Hub and Cross Curricular Orienteering as well as CPD through co-delivery of activities such as Skip For Fit, Fencing, Tag Rugby, and Handball,</p> <p>See last section.</p>
<p>Website\ Planning</p> <p>What does the website tell you about this subject at Appletree? What else would you want to know?</p> <p>Is there a long term overview? A clear and comprehensive scheme of work?</p>	<p>Since the last monitoring visit the website has been streamlined and redeveloped and is now clear in terms of curriculum overview but also easy to navigate to examples of learning and participation.</p> <p>Appletree Gardens First School - PE & Sport</p> <p>The website really now reflects the breadth and depth of PE offer at Appletree, it is clear that it is regularly updated for example the Progress section as well as the statutory updates for Sports Premium spend, the associated impact statements are very insightful.</p>
<p>Pupil view</p> <p>How do pupil premium pupils feel about this subject?</p>	<p>4 pupils engaged very positively in student voice (2 year 2 and 2 year 3 mix of PP and non PP and EAL). They were able to discuss the activities they had participated in, and articulate how they knew they had made progress in a given activity, one example was holding a tennis racket and how it helped them hit the ball better. They all gave the highest score for enjoyment of the subject and discussed the variety and the “feeling” of being “free”. All pupils felt safe in PE and were able to give examples of how the teacher ensured safety including instructions about using equipment, spacing during activities like skipping. All talked about activities they did at lunch time. 2 pupils also talked about their participation in sports outside of school and they all felt they had an opportunity to participate in a competition either in school or with other schools. There was no difference in positivity or ability to talk confidently about PE between PP / Non PP pupils.</p> <p>All pupils gave reasons why PE is important ranging from being better at a sport, health, and good for relaxing and we discussed the link to mental health.</p>
<p>Behaviours and attitudes</p> <p>Summary of pupil conduct in and around school</p>	<p>Excellent, we observed pupils in Skipping with an external provider and also pupils engaged in Bikeability. While I was on site I also observed pupils and spoke to a couple of pupils preparing to go swimming.</p>

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during your visit.	
<p>Pupil Premium: How do Pupil premium children achieve compared to non-pupil premium?</p> <p>What additional opportunities are there for pupil premium pupil?</p>	<p>No Gaps. I also asked about any signs of non-participation, e.g. attendance on PE days of which there is no concern.</p> <p>Although not specifically for PP it was recognised that the move to being dressed for PE has increased the participation time.</p> <p>New kit has been purchased for external facing events and raises the level of pride to represent the school.</p>
Work scrutiny	<p>The production of video clips at the start , mid-point and end of teaching an activity is a really effective way to show progress.</p> <p>We also discussed the new introduction of Cross Curricular Orienteering which is fully resourced, staff CPD has taken place and provides link to other subject areas, we looked at a maths example. Pupils have responded really positively to the activities.</p>
<p>So what? Evaluation. Practical plan going forward.</p> <p>Continue to develop the evidence video bank.</p> <p>Investing in Bike-4-Health, an externally staffed 6 week cycling scheme. 4 members of staff will train to be CYcle Leaders and then Sports Premium funding will be used to purchase 15 bikes so that it can be delivered in house. All Year 3 will benefit. The caretaker is reworking storage with racks in preparation..</p> <p><u>Action to consider</u></p> <p>Consider how we communicate the offer as a USP e.g. school information ahead of admissions , especially Bike-4-Health Year 3 6 week development and Mini Medics First aid training for all pupils.</p>	