



The Orchard School

Subject & Curriculum Leadership Report

Subject area		PE	Subject Leader	Mr D Lavall
Date		September 2021		
Sections		Summary evaluation		
1	Introduction <i>Why do we teach what we teach?</i>	PE is a subject that promotes opportunities for children to be creative, cooperative and competitive and to face up to different challenges both as individuals and in groups. Children are encouraged to improve their fitness levels during PE lessons, including muscular and cardiovascular endurance, strength and flexibility. Research shows that a 'good workout' helps ease stress, tension and anxiety and will result in better attention in class. Children learn to develop the notion of fair play, honest competition, good sportsmanship and dealing with both success and defeat.		
2	Curriculum <ul style="list-style-type: none"> Intent <i>(Include reference to SEND and disadvantaged pupils)</i> 	It is our intention to build a curriculum that enables children to develop knowledge, skills and vocabulary in a broad range of sporting activities, as well as developing values and transferrable life skills such as fairness and respect. Each year, children will build on the skills they have learnt from previous years by increasing their level of challenge. The PE curriculum provides opportunities for all pupils, including SEND and disadvantaged pupils to develop the skills, knowledge and independence to continue their future PE learning.		
	<ul style="list-style-type: none"> Implementation 	PE is taught discretely in all classes from EYFS to Year 2 and is well supported by extra-curricular opportunities. Each class follows the Val Sabin PE scheme for their year group, which aids teachers in their subject knowledge. Teachers are able to adjust and change lessons to suit the needs of their classes but the scheme provides a strong basis of what is expected and ensures a progression of skills. In addition to this we incorporate a yoga scheme and yearly performing arts residencies for Year 2 children. Children are given the opportunity to practise skills in a variety of ways and each lesson builds upon the previous skills, allowing them time to embed it. Different skills are recapped throughout and across the years, each time they are being built upon; allowing children to know more and remember more. To embed children's understanding of what a healthy lifestyle is, they engage in daily 'morning exercise routines', 'motor moment' breaks in the afternoon as well as a 'weekly mile run'. Children take part with great pride and enthusiasm and can explain why this is an important part of their school life. The school also participates in a variety of sporting events for parents including a Year 2 football tournament, whole school sports day and sponsored walks that allow children opportunities to take part in competitive sports. We offer a wide range of sporting after school clubs run by outside agencies including football and playball that offer additional opportunities to learn specific skills. The Val Sabin scheme provides opportunities for teachers to assess children in daily sessions on specific skills taught. Pupils are also given time to reflect on their learning and take part in self, peer and group feedback within the lesson. In EYFS pupils are additionally assessed against the Physical Development ELG in the Early Years Statutory framework, which is then passed on to Year 1 teachers.		
	<ul style="list-style-type: none"> Impact <i>(Include reference to SEND and disadvantaged pupils)</i> 	Each year children learn new skills as well as developing those taught from the previous year. Children in EYFS demonstrate strength, balance and co-ordination when playing and move energetically in a variety of ways. They also show that they can negotiate space and obstacles safely, with consideration for themselves and others. Children will use a range of small tools including scissors, pencils and paintbrushes. By the end of Key Stage 1 children can plan and perform simple skills safely and show control in linking actions together. They improve their performance through practising their skills, working alone and with a partner. Children can talk about what they and others have done and be able to make simple judgements. They should also be able to recognise and describe the changes that happen to their bodies during exercise. Through our dance residencies children are taught the importance of poise and control when completing different movements. All children at The Orchard have access to the PE curriculum at a level appropriate to their needs and abilities.		
3	Broader curriculum <i>How does this subject promote elements of the broader curriculum, including SMSC, British Values, Eco-Schools, etc.?</i>	Children develop a sense of enjoyment, creativity and enthusiasm in their PE learning and are able to reflect on their own and others work. Opportunities to compete in sport and other physical activities build character and help to embed values such as fairness and respect. Within PE children develop their understanding of healthy lifestyles and how exercise facilitates that. Many activities taught in PE require children to work in groups to solve problems or as a team. These opportunities are excellent for developing both leadership and cooperation skills.		



4	Successes in the subject in the previous year <i>Focus should include the contribution of the subject to meeting whole school priorities</i>	➤ Individual Class Sports Day – very positive feedback from parents and staff	
		➤ Year 2 Dance Residency	
		➤ High level of children moving from Reception to Year 1 with strong fine and gross motor skills as a result of continuous provision and targeted support	
5	Achievement <i>Attainment, progress and the quality of learning for individuals, different groups, including SEND pupils, boys/girls, disadvantaged, CLA. Emphasise key skill development across curriculum.</i>	Strengths	Areas for Development
		➤ Exposure to a range of activities	➤ Finding a way to clearly evidence achievement
		➤ PE is accessed by all pupils	➤ Improving teacher feedback to enhance quality and control over movement
		➤ Children show good progress in PE	
6	Teaching <i>Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, reading and literacy skills, assessment and next steps in learning. Marking and feedback.</i>	Strengths	Areas for Development
		➤ Pupils exposed to a range of physical activities daily	➤ Confidence / subject knowledge of staff
		➤ Teachers engagement with Premier League Primary Stars / Yoga / Performing Arts residencies	➤ Not always written evidence for PE. How can it be recorded?
		➤ Lessons show good progression of skills	➤ Feedback to children to enhance quality/control
7	Learning Behaviours <i>Including behaviour in lessons and around the school, attitudes to learning. Pupils' enjoyment and engagement in the subject, views of pupils/parents. Include SMSC.</i>	Strengths	Areas for Development
		➤ PE is embedded in the school and expectations are high	➤ Continue to develop PE across the curriculum
		➤ Most children view PE positively and enjoy taking part	➤ Children to aim for excellence and know what good quality movements are
8	Leadership/Management <i>How well leaders demonstrate ambition, vision, high expectations, improve teaching and learning, develop staff, sustain improvement. Appropriate curriculum, equal opportunities, parental engagement.</i>	Strengths	Areas for Development
		➤ Subject leader has high expectations for PE	➤ New staff / existing staff new to teaching PE require additional training/support
		➤ Parents respond positively to PE curriculum	➤ Raise profile of PE through display
		➤ Range of appropriate resources available to teach all aspects of PE	➤ Staff and children to support tidying and organisation of resources
9	Overall effectiveness	Overall, pupils achieve well in PE and teaching is good. Some staff still lack confidence and subject knowledge in this area but the Val Sabin scheme helps to facilitate this, as well as other training opportunities. The subject leader offers support and is keen for other teachers to observe him/ask questions to develop their confidence. Children and staff are positive and enthusiastic PE and expectations are high.	
10	What is a good learner like on leaving The Orchard?	A good learner enjoys PE and is keen and enthusiastic about continuing their physical development. They have a good understanding around the importance of exercise on their bodies and the impact of healthy eating. They are able to demonstrate basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. They are able to participate in team games and perform routines using simple movement patterns.	
11	Key areas for subject development <i>Especially achievement and quality of teaching</i>	<ul style="list-style-type: none"> • Embedding new scheme of work to ensure progression of skills across year groups • Develop teacher feedback and use of coaching points to enhance quality • To develop a way of clearly evidencing achievement in PE lessons 	