



The Federation of Abbey Infant and Junior Schools, Sandwell

Key Indicator: Increased confidence, knowledge & skills of all staff in teaching PE

Background Information and Context

Abbey, which employs a non-class based PE specialist, is a school full of children who enjoy being physically active, have a passion for school sport and many have the potential to exceed age related expectations.

From a PE Review/Audit it was identified that:

- Vast improvements in Gross Motor skills and Handwriting through the implementation of new 'EYFS PE Programme' needed to be sustained
- Staff new to EYFS (Including an NQT) lacked confidence in delivering a new PE programme and would require training

What action did they take?

The PE Lead, in partnership with a qualified physiotherapist (LSP) wrote and piloted a new PE curriculum for EYFS. It was key that the success of the programme was not dependent upon the PE Lead/LSP to deliver the programme. Subsequently, both the PE Lead & LSP were timetabled in to deliver CPD to all staff working within EYFS.

Process:

1. INSET Day September 2017 where the PE Lead & LSP:

- delivered a presentation on child physical development to underpin the rationale behind the new programme
- highlighted ways to identify children with gaps in their motor development
- Identified key factors in the delivery of the EYFS PE Programme.

- facilitated numerous discussions which inspired and motivated staff to learn more and see the programme in action.

2. Staff supported on a weekly basis to:

- observe modelled lessons
- participate in team teaching sessions over a number of weeks (up to 6 weeks)
- take the lead and be supported through observations and feedback.

3. CPD model implemented at another local school with different demographic of children (majority ethnic minority, PP, EAL).

Following the CPD [Nov – Dec], Staff at this school have continued the programme with confidence which has grown as they have:

- observed how well the children are responding to their delivery
- identified and monitored that the programme is continuing to impact on the children's handwriting.

Other PE related CPD: School staff and PE Lead

At Abbey the wider Staff in KS1 & 2 access 1-1 CPD throughout each academic year. The PE Lead offers opportunity for teachers to sign up to a weekly programme, where the PE Lead will work to up-skill staff in a specific area.

1. Process: Internal CPD

- Staff complete a baseline questionnaire to determine an initial level of confidence, identify strengths and areas for development and establish SPECIFIC needs (subject

knowledge, assessment for learning strategies, methods of differentiation etc).

- PE Lead develops a bespoke CPD programme for each individual to ensure relevance and pupil impact.
- Weekly developmental programme from PE lead modelled lessons, team teaching through to teacher led lessons with observations, feedback and next steps.
- Staff complete and evaluation questionnaire to measure the impact.
- Pupils are observed and questioned at a later date to ensure sustained impact / improvement.

2. Process: External CPD:

- Whole school CPD opportunities through their Dancedesk membership [Assessment; Dance; Active literacy/numeracy etc].
- PE lead regular attendance at network meetings [6 half days per year] to share good practice with other local PE Leads and then disseminate good practice within Abbey School.
- PE Lead has recently completed the Level 5 PE Specialism and is now working towards completing the Level 6 PE Subject Leader Course.

What was the Impact?

- Profile of PE improved: number of staff involved and pupil impact
- Staff ability to link physical education and whole school improvement
- Improved staff attitude:
 - staff always dress appropriately [impact on the number of children also wearing correct PE Kit]
 - PE lessons regularly delivered [irrespective of weather or hall use]
- Pupil progress examples [assessment data; lesson obs etc]:
EYFS -ELG (PD): Children show good control and co-ordination in large and small movements. They move confidently in a range of ways safely negotiating space. They handle equipment and tools effectively including pencils for writing.
- Course task included evidencing what they had learned and the impact it has had on their School.
- The PE Lead has delivered 1-1 CPD with 1/3 of KS1 & 2 staff to date. The impact of this has been measured through staff questionnaires and then then summarised in a CPD report. The completed staff evaluation questionnaires show increased confidence and subject knowledge.

As a result of high quality provision, pupils make substantial and sustained progress from their different starting points in all areas of activity. Pupils with SEND also make very good or better progress in line with their ability and with other pupils with the same starting

points. In KS2 92% make expected level of progress with 42% making better than expected progress.

“ The evidence is overwhelmingly positive. By providing this input in the reception year, there will be less need for motor skill interventions in year 3 onwards. All staff have access to a fantastic resource in our PE Lead and the positive impact of that support is evident in EYFS ”

Mrs P. Ealing - Governor

Pupils fine and gross motor skills are improving rapidly. This is having significant cross-curricular impact on pupils handwriting, engagement and attainment. (KS1&2) - 100% improvement.

The percentage of children achieving a good level of development has improved over time and is now consistently at national or above. PD is a strong aspect (EYFS) 87% of EYFS pupils achieve expected level or above in Physical Development, which is above local and national.

Sustainability

The EYFS PE Programme has been delivered alongside the class teachers who used it as a CPD opportunity, observing the PE Lead and LSP modelling good practice. The class teacher then team taught alongside them and completed the term being the lead deliverer.

All EYFS staff are now trained, confident and competent to deliver the revised curriculum.

There is an on-going internal CPD support plan in place where staff can regularly access 1-1 support through the PE.

“ The new EYFS PE is fantastic and having the continued professional development has really helped my confidence to deliver high quality PE lessons. Previously, I would not have been able to make the links between the children's physical ability and their handwriting, it just never occurred to me. From our staff meetings and 1-1 CPD I have had, it now makes so much sense. I am now able to identify gaps in children's development much earlier and feel that I can help them close the gap through high quality PE ”

JS - Reception Teacher

For further detail, email:

tim_aldred@blackcountryconsortium.co.uk