



## Highfields Primary School, Sandwell

**Key Indicator: The profile of PE and Sport being raised across the school as a tool for whole school improvement**

### Background Information and Context

The school is in a deprived area of Rowley Regis. It is a much larger than average-sized primary school (470 pupils] and has nursery provision.

- Around 70% of pupils are from White British backgrounds; 10% are of Pakistani heritage and the remaining pupils are from various minority ethnic backgrounds. About one in eight of the pupils are learning English as an additional language.
- Although the school has a playing field this is situated some distance from the school and is only used for OSHL, competition and sports day due to transport logistics. The playgrounds are very small in size with limited activity areas.

### Annual PE and Sport reviews over the last 3 years identified:

- Pupils were not achieving the expectations for swimming
- Pupil activity levels were poor / low, particularly at break and lunchtime. The health and activity levels of girls was particularly low.
- Health and safety awareness was poor
- Staff struggled to support the least able and stretch the most able within lessons
- Assessment systems were weak and pupil progress was limited or unknown as recording was sporadic

### What actions did we take?

#### 1. Curriculum:

- We have a broad and balanced curriculum map which provides clear pathways for learning and experience across a wide range of activities.

- Safety is embedded in all of the curriculum through planning, risk assessments and observations.
- All PE planning MUST make reference to National Curriculum Objectives, SMSC (spiritual, moral, social and cultural) link and 'roots to grow, wings to fly' whole school ethos.

#### 2. Assessment, Support and Resources:

- Resources such as the S.T.E.P. principle are embedded within 100% of planning to aid differentiation and to support staff in the identification of S.E.N.D. and more able pupils who may require additional support or challenge. G&T pupils who perform at a National standard are supported by the school.
- A skills grid was created for each year group and each unit of work to support staff with planning a series of progressive lessons and to build on skills.
- There is a wide range of support resources available to aid teaching and learning.
- The assessment grids were updated and simplified so that they are manageable and realistic of children's achievements and abilities.

#### 3. Competition:

- Increase in competitive clubs (1-3).
- The school worked with local primary schools to re-establish the Rowley Learning Community competition calendar.
- Established link to Birmingham City Sister Club Programme

#### 4. CPD:

Subject Leader:

- A member of Dancedesk. Termly half day network meetings
- Completing the Level 5/6 Primary School Physical Education award.
- Membership of afPE
- Achieved the AfPE Quality Mark with Distinction Award:

#### Coach:

- Level 3 in preparing to teach in the lifelong learning sector
- Level 3 diploma in sport development and fitness
- Level 3 in assessing vocational Achievement
- Level 2 in football, multi skills and gymnastics
- Level 2 in active leisure and learning, outdoor and adventurous activities,
- Level 1 in dance
- Coach is a designated member of the school staff
- Behaviour management; health and safety and safeguarding.

#### Teachers:

- Learning Support Practitioners trained to deliver high quality activity sessions during lunchtimes.
- Lunchtime Supervisors sent on specific training to develop their knowledge of healthy active lifestyles and active engagement

#### Pupils:

- Sports Council set up and children very involved in the planning and use of certain parts of the PE and Sport Premium
- Playground leaders trained to deliver high quality activity sessions at lunchtimes.

#### **5. Sandwell School Nursing Ambassador Programme (SSNAP):**

- School selected to take part in the Sandwell School Nurse Ambassador project. Three yr 5 pupils were elected as a Junior School Nurse Ambassador within the school community. They delivered a skipping programme to all pupils, presented to school/SLT to promote HAL and sent letters with advice about healthy eating to parents.

#### **What was the Impact?**

- Children state that they enjoy a variety of activities
- 60% of SEND pupils are in line with expectations.
- 100% of SEND pupils have made progress in comparison to their starting points at the start of the year in PE.
- 89% of pupils understand what STEP stands for and could demonstrate using it independently to differentiate their own learning.

- All children, regardless of ability, understand how to improve their learning and know their next steps.
- 62% of girls express a desire to want to compete in a sport.
- 100% of children more conscious of health and safety
- In 2017 the school was used as the 'launch' Beat the Street school. 69% of parents stated their children had become more active since beginning this scheme.
- 87% of children can explain links between PE and other curriculum areas.
- Pupils negotiate learning objectives and next steps with the class teacher in order to make quicker progress. ·
- Pupils in the classes taught by NQTs have made expected levels of progress and are in line with the rest of their year group.
- Y4 & Y6 pupils who attended residential have displayed greater confidence and independence on their return to school.
- The process of self-review has had an impact on curriculum development
- SSNAP programme - 100% of children from Reception-Y6 took part in SSNAP skipping programme [with 95% increasing stamina].

#### **Sustainability**

PE is seen as a high-profile subject in the school. Systems that have been put in place are able to be carried on by others. The PE leader has delegated a select number of staff, who hold an interest in PE, to support planning, delivery and uphold initiatives. LSP's / lunch supervisors are now contracted with the expectation of them delivering high quality activities and being willing to receive CPD to upskill their knowledge of activities and sport.

We are developing the PESSPASS passport and working with local secondary schools to ensure PE assessments can be shared and discussed with them. This will ensure our children have a strong starting point in PE, once they leave us.

“ I love PE and Sport and Highfields is an amazing place to learn. Our teachers make the lessons fun, exciting and help us learn how to stay safe and healthy. I love being on the Sports Council because I can represent my class in meetings and discuss ideas. The things we discuss in meetings always happen. ”

Member of the Sports Council (Year 4 pupil)

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