

## Roberttown CE (vc) J&I School Governor School Visit Record

<b>Name:</b> Helen Wells	<b>Date:</b> 8 <sup>th</sup> February 2023	
<b>Purpose of visit:</b>		
<ul style="list-style-type: none"> <li>To collect evidence of PE curriculum and Sport Premium impact in practice at school</li> </ul>		
<b>Structure/Timetable of the visit:</b>		
1-1:15pm Learning walk around the school.		
1:15-1:45pm Meet with Mrs Bordman		
2:45-3:00pm Observe Y6 PE lesson		
<b>Key Staff to see:</b>		
<b>Position</b>	<b>Name</b>	
PE Leader	Mrs Bordman	
<b>Key Questions/Issues for Governors to explore:</b>		
<ul style="list-style-type: none"> <li>How is PE curriculum being developed and implemented across school?</li> <li>How are all learners supported to engage in PE and sport?</li> <li>What is the wider impact of PE on learners' health, personal development, aspirations and enjoyment?</li> <li>What is the impact of Sport Premium spending?</li> </ul>		
<b>Governor's Observations/Evaluation</b>		
<ul style="list-style-type: none"> <li>Mrs Bordman explained that the school is using a purchased PE scheme called Get Set 4 PE after using as a trial in 2021-22 on the recommendation of PE experts at the regional PE and Sports teacher conference. Get Set 4 PE is a structured, cumulative skills-based curriculum package for Reception to Year 6, that has a focus on developing fundamental skills that underpin all other sports, starting with motor competency every autumn. With Mrs Bordman's whole school PE overview, she is able to support teachers to adjust the scheme to cover sports that are relevant to Roberttown pupils, so that they are able to build on existing skills identified in pupil surveys (e.g. dance, football and cricket-the most popular sports played by pupils out of school), but also to incorporate new experiences too; introducing sports that are not played as much by our pupils, such as tennis and hockey. Mrs Bordman is planning another pupil voice data this year to gather current information on sports engagement from pupils.</li> <li>Feedback from teachers and pupils on the new scheme has been positive so far, the lesson plans and resources are high quality but also adaptable, with a clear skill progression link between term plans and progression through each year group. The lessons encourage learners to talk about the skills they are learning and to identify and verbalise progress and areas to work on, supporting metacognition. Mrs Bordman described the scheme's focus on personal development; including talk for learning and metacognition to develop vocabulary around transferring skills rather than PE lessons being seen as purely a physical activity and all 'workout' time. This aspect of the scheme is helping to fill the gap in team sports skills following Covid-19 restrictions, an area Mrs Bordman is keen to raise the profile of and skills involved. Mrs Bordman has also considered how to adapt the planned scheme to facilitate skill transfer to KS3 during transition; liaising with the local secondary school PE teams regarding their curriculum, for example; developing skills in sports such as tennis knowing that Spen Valley High School has a strong table tennis and badminton focus.</li> <li>The scheme delivered by teachers is complemented by commissioned sessions delivered by Legacy Sport, a company the school has had a long working relationship with. Sam is a leading sports coach with Legacy Sports and has delivered the majority of the sports</li> </ul>		

sessions and several after school clubs over the last few years. He knows all the children in the school well and facilitates PE and games sessions. During some interviews with children on the visit, children described how Sam always thinks of fun ways for everyone to get involved and learn skills, including wheelchair users and children who are injured- for example, teaching one learner how to coach his peers while he had a broken leg! They also described how Sam is good at 'buddying you up' with someone who can help and support you.

- The scheme supports teacher appraisal of teaching PE, along with monitoring by Mrs Bordman and staff training. Mrs Bordman commented that the teaching of PE was strong across school, with no 'weak' PE teaching; rather some newer teachers are less experienced than others but were active in seeking support for planning and moderation of lessons.
- Mrs Bordman is considering how to share sporting successes and development of skills with the pupils, parents and wider community. At the moment achievements are celebrated in class, in celebration assemblies, on displays in school and in class portfolios in which photographs of skill building are presented for pupils and visitors to review. Mrs Bordman is aiming to further develop the wider communication of sporting achievements via the website, newsletters and will consult on the feasibility of sharing via the school's Instagram accounts, but anticipates logistical and confidentiality issues with this, e.g. mixed age teams when parents sign up to access Instagram accounts by age/class.
- Some children from Y5 have been trained by Sam from Legacy Sports as 'Young Leaders'. Young Leaders learn leadership skills and facilitate playground games in KS1 playgrounds at lunchtimes. Mrs Bordman explained that the selection of Young Leaders involved considering the development of leadership skills and confidence, and not just automatically selecting pupils with strong sports skills. This is also fostering good relationships between pupils in different key stages and demonstrating good sporting and leadership role models to younger pupils. It also means that lunchtime play in KS1 is active, constructive and enjoyed by younger pupils.
- Similarly, in Y6 some pupils have 'Sports Leaders' roles. These pupils have undertaken Kirklees organised training to learn sports leadership and coaching skills at Batley Sports and Tennis Centre. They run activities and facilitate games in the KS2 playground at lunchtimes on the days that Legacy Sports are not in school; continuing the constructive play all week. Mrs Bordman reported that the Young Leaders and Sports Leaders were having a positive impact on pupils as they developed playground play skills, team playing attitudes and experience winning and losing with dignity and respect. Sportsmanship is an important aspect for the Roberttown PE strategy. It is additional to the National Curriculum requirements but is important to the school's ethos and dedication to personal development. This is demonstrated through various extra-curricular activities such as weekly World Cup football tournaments on lunchtimes, with rugby and cricket competitions planned in coming months. Children are responsible for organising teams whilst Mrs Bordman organises fixtures, with Sam supporting the competitions on lunchtimes.
- The school offers a range of after school clubs run by Legacy Sports including multi-skills and football training. Mrs Bordman has identified an issue with take up; the clubs are not at capacity and not necessarily accessed by pupils with particular sporting interests or talents as these children tend to access organised local clubs outside of school already. Mrs Bordman plans to work with Legacy Sport to consider ways to increase engagement. This already includes targeted invitations for vulnerable pupils, such as those in receipt of Pupil Premium.
- Mrs Bordman has organised special event days in school to celebrate skills and offer new active experiences. This includes the SuperMario Day in which children wore fancy dress and completed computer game themed obstacle courses. Fundraising for this day generated significant funds, which were used with other PFA funds to purchase several

iPads for school to use for class learning and a large order of new school reading books. Other events include Christmas dance performances, and a dance festival planned for the day after this visit.

- The school follows an active sporting calendar; with teams participating in football and cricket tournaments with local schools, cross country teams entering the local cross-country league, teams entered to Batley girls football tournaments and other local comps organised by School Games. Mrs Goodall works closely with teams attending sporting visits and competitions but highlighted the ongoing challenges of attending off-site competitions; logistics, staffing and transport costs being the main challenges. Pupils with additional needs and/or physical challenges also take part in the Kirklees Games 4 All scheme which has a positive impact on these particular pupils; to compete in larger groups of similar pupils and feel successful.
- Swimming complements the PE and sports curriculum at Roberttown, with all pupils accessing swimming lessons at Spen Valley Pool in Y5. Despite the impact of Covid-19 and local pool closures on swimming lessons in recent years, the pass rate of swimming 25m has remained high at 97% for the last few years. For the one pupil (with additional needs) who did not manage to reach the pass rate, Mrs Bordman is in discussions with Kirklees Active Leisure to arrange paying for the pupil's family to receive swimming vouchers to encourage family swimming visits. Mrs Bordman explained that the rearranged swimming sessions this academic year has worked well; having double length pool sessions but for half of the academic year has meant that pupils have been able to practice skills for longer each visit and less time is wasted travelling and changing across the year. All the children practiced life-saving skills. Swimming sessions have been adapted for those with physical and additional needs, including wheelchair users. The new Spen Valley Pool facilities are better equipped and more accessible for those with disabilities.
- Many of the strategies, training, resources, competition visits and external services such as Legacy Sports described above are part funded by the PE and Sport Premium grant (full impact review is available on the school website), and whilst Mrs Bordman was hopeful that the good work happening in PE would be able to continue if funding dropped, she is concerned that costly activities such as competition visits are already limited due to transport and staffing cost implications.

### **Culture observed in the school**

- A year 6 dance lesson was observed during the visit, Y6 children have been working on choreographing and practising dance routines to present to the rest of the school during the dance festival. Children explained that they enjoyed the PE lessons, both with their class teacher and Legacy sessions. They explained some of the skills they had learned relating to planning moves that fit to the beat of their chosen music, along with group working skills. They were excited to perform the dance, showcasing individuals' particular dance talents in the whole class routine.
- A reception class lesson was also seen during the visit. In this lesson children were working on fundamental skills needed for gymnastics. Children explained that they had balances to work on to build into a group routine. They explained that they liked having music on in the hall to work to with their movements. At the same time additional needs were being accommodated in the classroom to facilitate the delivery of the same lesson objectives but in a lower stimulation method to avoid sensory overload. All the children appeared happy and engaged.
- Sports and PE achievements were displayed on communal display boards, as were timetables and fixtures for internal and external sports competitions. This included Young Leaders and Sports Leaders timetables and representatives displays and supportive visual timetables for accessibility.

- It was evident through discussions with Mrs Bordman, children in school, and through the activity seen in the visit that elements of sportsmanship, enjoyment, being engaged at playtimes, team skills and leadership are important to the school.
- Pupil voice is prioritised for collecting information about PE and sport engagement and this influences curriculum planning and targeting for inclusion, such as engagement with extra-curricular clubs.
- In PE and sport activities there are clear themes of healthy competition, learning to win and lose with grace, as well as celebrating special talents. This said, the celebrating the development of skills in all, for lifelong health and enjoyment is also evident.
- Mrs Bordman explained that representation is important and children taught about sports in other lessons that includes a range of representations and perspectives; for example, the history of different sports, exploring examples of sporting heroes in which the underrepresented are highlighted; such as learning about Paralympics, women in sport, and discussing gender issues.

**Any Key Issues Arising for the Governing Body:**

- Funding and space in school continues to be a challenge and staff in school must work creatively to get the most from the available budget (including Sport Premium Grant).
- Inclusion, engagement and representation are important themes in the PE strategy but must be continually revisited as an evolving need as cohorts and issues change over time.
- There is scope for the good work in PE and skills developed at school to be communicated to parents and the wider school community more, an idea Mrs Bordman is already working on. Mrs Bordman would like children to be able to attend more inter-schools competitions but there are funding and staffing limitations for this.
- The current curriculum is in its second year and should be well embedded at the end of this academic year. Review of the curriculum and planned adjustments to it, along with reviewing pupil voice would be appropriate at the end of this year.

**Action Following Governing Body Meeting:**

- Resources committee to continue to monitor funding in light of limitations of space and funds for sports equipment and travel for competitions.
- PE/Sport Premium governor to follow up with Mrs Bordman on her plans to increase engagement in extra-curricular clubs.
- PE/Sport Premium governor to follow up on Mrs Bordman's plans to include some novel experiences in the curriculum; Mrs Bordman explained that the planned curriculum builds on the skill sets of the children in school but that there was scope to include more diverse experiences such as a special visit or a showcase day if some pupils have any unusual sporting talents or different cultural sports to share.
- Governors to continue to check on recent staff CPD and curriculum or equipment advances in this subject.
- Governors to continue to check that school scrutinise the quality and credentials of external partners such as Legacy Sports and purchased schemes of work.

**Signed: .....H Wells.....Governor**