

# CAVENDISH CLOSE INFANT AND NURSERY SCHOOL – SCHOOL IMPROVEMENT PLAN 2016-17

Area of Focus: PE and School Sports

Lead Teachers: R McAllister

<b>Identified areas of relative strength</b>	<ul style="list-style-type: none"> <li>• Whole school shared vision for PE and School Sport</li> <li>• Emphasis on developing fundamental skills through a clear progressive PE plan</li> <li>• Children’s behaviour and engagement is high</li> <li>• PE leadership team have a clear vision</li> <li>• Variety of OSH activities which promote physical health and fitness</li> </ul>		
<b>Identified areas of development</b>	<ul style="list-style-type: none"> <li>• Use of assessment to support differentiation</li> <li>• Quality of PE teaching and learning</li> <li>• Understanding the importance of PE and School Sport in developing the whole child and linking it to improved standards across the curriculum</li> <li>• Developing competitive and performance elements of school sport in line with the new curriculum.</li> </ul>		
<b>Development foci</b>	<ul style="list-style-type: none"> <li>• Whole school and targeted individual CPD across the PE curriculum</li> <li>• Linking PE and school Sport explicitly with PSED</li> <li>• Lunchtime provision</li> </ul>		
<b>Total Sport Premium funding for school in 2016 - 2017</b>	£8,855	<b>Cost of development programme outlined below</b>	£8,855

# Quality of Physical Education Teaching

Outcome target	Key person	Timescale • Start • End	Success Criteria	Monitoring method	Evaluation methods	Review
To continue to increase quality of teaching of PE.	All staff	Start September 2016  Review in February 2017  End September 2017	As a result of high-quality teaching 90% of children make expected progress in KS1/FS2 PE assessments. 95% of FS2 make 3 steps of progress in Moving and Handling.	Lesson observations  Planning scrutiny and teacher interviews.  Pupil interviews,  Learning walks  Staff confidence audits	Evaluation of coverage through planning scrutiny  Analysis of pupil interviews to provide data  Analysis of staff audit to provide data to compare to last year  Termly self-evaluation form	
Process Targets	Key person	Timescale Key dates	Success Criteria	Monitoring method	Evaluation methods	Resources, costs
Skills audit completed by all teaching staff during September, to evaluate progress from last year and to identify areas for development  Staff meeting revisiting	RM	September 2015 July 2016	100% of PE lessons observed are good or better  Teachers follow the curriculum planning appropriate to their year group or ability of the children.	Lesson observations 1 lesson per year group every term  Planning scrutiny and teacher interviews.  Pupil interviews,	Evaluation of coverage through planning scrutiny  Analysis of pupil interviews to provide data  Analysis of staff	Affiliation to Derby City SSP and unlimited training access £1500 Membership to afPE and Youth Sport Trust £355

<p>school mission statement for PE</p> <p>Staff meeting for physical literacy by DSSP</p> <p>Staff attendance at targeted SSP professional development workshops throughout academic year based on feedback from skills audit</p> <p>PE leader to attend PE conference and network meetings</p> <p>Share school pupil and teacher expectations with staff of appropriate PE dress code, behaviour</p>			<p>Staff have opportunity to develop skills they embedded last year from PE coach. Staff confidence data shows improved scores.</p>	<p>Learning walks</p> <p>Staff confidence audits</p>	<p>audit to provide data to compare to last year</p> <p>Termly self-evaluation form</p> <p>Feedback from Paul Edwards</p>	<p>Staff meeting on physical literacy from DSSP £150</p> <p>Skills audit</p> <p>Pupil questionnaire</p>
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## Achievement

Outcome target	Key person	Timescale <ul style="list-style-type: none"> <li>• Start</li> <li>• End</li> </ul>	Success Criteria	Monitoring method	Evaluation methods	Review
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<p><b>To effectively measure progress and achievement of all pupils in physical education and use this to inform teaching practise.</b></p>	<p>All staff</p>	<p>Start September 2016 Review in February 2017 End September 2017</p>	<p>All pupils make good or outstanding progress which is clearly reported to parents Assessment involves pupils and identifies and celebrates their achievements Assessment is used by Co-ordinator to identify patterns of strength and weakness and develop teaching practise to engage in weak areas of teaching.</p>	<p>Planning scrutiny and teacher interviews.  Lesson observations  Children interviews, planning scrutiny  Learning walks  Assessment analysis.</p>	<p>Data analysis  Pupil interviews  Learning walks  Observations.</p>	
Process Targets	Key person	Timescale Key Dates	Success Criteria	Monitoring method	Evaluation methods	Resources, costs
<p>Working wall in hall to help teachers and children identify key objectives, vocabulary and fundamental skill during each lesson</p> <p>Physical Literacy posters, evaluation cards and vocabulary on display.</p> <p>Prior learning is revisited at the start of each session</p> <p>Assessment working wall is in all PE lessons for staff and children to refer to for</p>	<p>RM</p>	<p>Sep 2015  Review in February 2017  End September 2017</p>	<p>Children identify what they do well and how they can improve and can talk about PE and School Sport using subject specific vocabulary</p> <p>Teachers identify key objectives, vocabulary and fundamental skill during each lesson</p> <p>Teachers use STTEP model to differentiate PE and School Sport</p>	<p>Planning scrutiny and teacher interviews.  Lesson observations  Children interviews, planning scrutiny  Learning walks</p>	<p>100% of PE lessons observed are good or better</p> <p>Staff confidence data shows improved scores</p> <p>Pupil interviews evidence use of subject specific vocabulary and children know what they do well.</p> <p>STTEP</p>	<p>Evaluation cards Vocabulary cards Pathways Head, heart hands Derby SSP schemes of work. Assessment format. Resources ordered that are missing and our necessary</p>

assessment purposes and to understand next steps.  Shared expectation revisited during staff meeting with STEPP training. STTEP model on working wall			lessons  Teachers engage in Assessment wall as an active teaching tool and use assessment to support planning.		differentiation is on planning Opportunities identified on planning for competent and hesitant movers.	for teaching the scheme £224.24
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Leadership						
Outcome target	Key person	Timescale • Start • End	Success Criteria	Monitoring method	Evaluation methods	Review
To support teaching of PE and assessment of PE with newly qualified and new members of staff.	RM	October 2016  Review in February 2017  End September 2017	All observations of NQT's and new staff are good or better.	Teacher interviews.  Parent feedback  Children interviews  Learning walks  Feedback from governors	Observation feedback, teacher interviews, pupil interviews and learning walks	
Process Targets	Key person	Timescale Key dates	Success Criteria	Monitoring method	Evaluation methods	Resources, costs

<p>Staff meeting time to review shared PE vision suited to the children, parents and staff at our school.</p> <p>Staff meeting time revisit to Youth Sport Trust self-review tool</p> <p>Share vision with midday supervisors</p> <p>Impact of funding feedback for Governors</p> <p>Staff confidence audits for NQT's each term to evaluate impact and areas for improvement.</p> <p>DCCT coaches to support NQT's PE teaching on Mondays and Fridays.</p> <p>RM to support, mentor and observe NQT's in PE teaching using the DSSP scheme of work.</p>	<p>RM</p>	<p>October 2016</p> <p>Review in February 2017</p> <p>End September 2017</p>	<p>Children at Cavendish Close Infant School are;</p> <p><b>Confident Healthy , have Opportunities Independent Competitive Enjoying physical activity</b></p> <p>Pupils will have increased physical activity and awareness of the importance of a healthy diet and active lifestyle. Increased participation in physical activity</p> <p>Staff confidence audits of new staff show increase in confidence and skill level. Assessments are completed and data in line with other classes in year group for new staff.</p>	<p>Teacher interviews.</p> <p>Parent questionnaires</p> <p>Children interviews</p> <p>Learning walks</p> <p>Feedback from governors</p>	<p>Termly self-evaluation to include;</p> <p>Evaluation of parent feedback, teacher interviews, pupil interviews and learning walks</p> <p>Analysing data from assessment.</p> <p>Discussions with DCCT staff.</p> <p>Observations of new staff by PE Co-ordinator.</p>	<p>Staff meeting time</p> <p>Brief meeting with middays and governors</p> <p>DCCT lunch time support and afternoon sessions for NQT's £1680 for year.</p> <p>Display banner for school vision £70.</p>
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# Behaviour and Safety

Outcome target	Key person	Timescale • Start • End	Success Criteria	Monitoring method	Evaluation methods	Review
Lunch time provision is of high quality and promotes health and well-being. Extra-curricular activities promote health and well-being.	CH RM TO DCCT	Ongoing	As a result of the +Sport Move and Learn programme pupils will have increased physical activity and awareness of the importance of a healthy diet and active lifestyle. Increased participation in physical activity  All children are active during play times and lunchtimes and using equipment responsibly	Teacher interviews. Parent feedback Children interviews Learning walks Club registers Joint monitoring with PSHE lead	Learning walks and pupil interviews show increased awareness of healthy diets and active lifestyle  Termly self-evaluation form  Interview with mid-day supervisors.  Learning walks.	
Process Targets	Key person	Timescale Key dates	Success Criteria	Monitoring method	Evaluation methods	Resources, costs
Use DCCT coaches to deliver afterschool provision to include dance as well as maintaining football and gymnastics.  DCCT coaches to provide weekly lunch time provision	RM TO CH DCCT	September 2016 to September 2017  Review Feb 2017	More children participating in OSH clubs in comparison to last years data; As a result of the +Sport Move and Learn programme pupils will have	Teacher interviews. Parent feedback Children interviews  Learning walks at lunchtime and after school	Termly self-evaluation form	Funding PP places at OSH clubs £792  DCCT costs for Training and clubs for year

<p>on the playground and model play skills to midday supervisors.</p> <p>Extend OSH provision to include FUNamental lunchtime club targeted at pupils with low participation levels-teachers to identify those needing intervention</p> <p>School to fund 1/3 OSH places for pupil premium children</p> <p>DCCT to deliver +Sport Move and Learn programme to Year 2 and Fundamentals to FS2</p> <p>Equipment and games available at playtime and lunchtime</p> <p>Midday supervisors are using Mini Leader skills to support children</p> <p>Update risk assessment and share with staff, children and governors</p> <p>Cycle Derby to deliver Balanceability sessions to FS2.</p>		<p>Summer term 2017</p>	<p>increased physical activity and awareness of the importance of a healthy diet and active lifestyle.</p> <p>All children are active during play times and lunchtimes and using equipment responsibly</p> <p>Risk assessment in place and shared with staff, pupils and governors</p>			<p>£1680.</p> <p>Cycle Derby Balanceability for FS2 – 2 x £250.</p> <p>Risk assessment</p>
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