

CAVENDISH CLOSE INFANT AND NURSERY SCHOOL – SCHOOL IMPROVEMENT PLAN 2015-16

Area of Focus: PE and School Sports

Lead Teachers: C Howett and R McAllister

June REVIEWED

Identified areas of relative strength	<ul style="list-style-type: none"> • Whole school shared vision for PE and School Sport • Emphasis on developing fundamental skills through a clear progressive PE plan • Children’s behaviour and engagement is high • PE leadership team have a clear vision • Variety of OSH activities which promote physical health and fitness 		
Identified areas of development	<ul style="list-style-type: none"> • Use of assessment to support differentiation • Quality of PE teaching and learning • Understanding and use of specific vocabulary • Understanding the importance of PE and School Sport in developing the whole child and linking it to improved standards across the curriculum 		
Development foci	<ul style="list-style-type: none"> • Whole school and targeted individual CPD across the PE curriculum • Linking PE and school Sport explicitly with PSED • Lunchtime provision 		
Total Sport Premium funding for school in 2015 - 2016	£8,855	Cost of development programme outlined below	£8,855

Quality of Physical Education Teaching

Outcome target	Key person	Timescale • Start • End	Success Criteria	Monitoring method	Evaluation methods	Review
Increase quality of teaching of PE	All staff	Start September 2015 Review in February 2016 End September 2016	As a result of weekly mentor training both KS1 and FS2 pupils will have improved agility and coordination	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 Feedback from Paul	Lesson observations identified that in games outstanding teaching occurred in 75% of FS2, 35% of year 1, and 57% of year 2. In Gymnastics 90% of FS2 were outstanding, 66% of year 1. All lessons observed were at least good. Planning scrutiny identified key strengths in teaching such as learning objectives and differentiation. Using assessment to inform planning in the next steps. Pupil interviews identified that 100% of pupils felt they knew what they were going to learn and how to get better. 95% felt the teacher helped them if they were struggling. Staff confidence has improved with over 70% feeling highly confident in teaching using the DSSP schemes of work.
Process Targets	Key person	Timescale Key dates	Success Criteria	Monitoring method	Evaluation methods	Resources, costs

<p>Mentoring programme by Derby City SSP Paul Edwards to mentor ½ day a week for 3 full terms</p> <p>Skills audit completed by all teaching staff during September, to evaluate progress from last year and to identify areas for development</p> <p>Share staff confidence data with Paul Edwards; Derby City SSP mentor</p> <p>Staff meeting revisiting school mission statement for PE</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>RM CH Paul Edwards</p>	<p>September 2015 July 2016</p>	<p>100% of PE lessons observed are good or better</p> <p>Teachers follow the curriculum planning appropriate to their year group or ability of the children.</p> <p>As a result of mentor training staff confidence data shows improved scores</p>	<p>Lesson observations 1 lesson per year group every term</p> <p>Planning scrutiny and teacher interviews.</p> <p>Pupil interviews,</p> <p>Learning walks</p> <p>Staff confidence audits</p>	<p>Evaluation of coverage through planning scrutiny</p> <p>Analysis of pupil interviews to provide data</p> <p>Analysis of staff audit to provide data to compare to last year</p> <p>Termly self-evaluation form</p> <p>Feedback from Paul Edwards</p>	<p>Affiliation to Derby City SSP and unlimited training access £850</p> <p>Enhance package £3,600</p> <p>Membership to afPE and Youth Sport Trust £355</p> <p>3 x ½ day supply for PE team £475 x2</p> <p>Skills audit</p> <p>Pupil questionnaire</p>
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Achievement

Outcome target	Key person	Timescale • Start • End	Success Criteria	Monitoring method	Evaluation methods	Review
<p>To measure progress and achievement of all pupils in physical education Target met.</p>	<p>All staff</p>	<p>Start September 2015 Review in February 2016 End September 2016</p>	<p>All pupils make good or outstanding progress which is clearly reported to parents Assessment involves pupils and identifies and celebrates their achievements</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 Staff confidence data shows improved scores Pupil interviews evidence use of subject specific vocabulary and children know what they do well.- need to type up from display interviews. STTEP differentiation is on planning Opportunities identified on planning for competent and hesitant movers.</p>	<p>Entry into FS1 41% GLD for MH, 52.5% GLD for HSC. FS1 summer data 65.6% GLD MH, 70.5% HS. Entry into FS2 66.7% GLD for MH, 78.6% GLD for HSC. FS2 summer data 85.7% GLD MH, 86.9% HS. Year 1 Data comparison using new PE assessment format, in 2015 MH 87.8% achieved a GLD, whereas an average 73.25% achieved 2 steps of progress to be embedded in Gymnastics results (dance data to be completed July 2016).</p>
<p>Process Targets</p>	<p>Key person</p>	<p>Timescale Key Dates</p>	<p>Success Criteria</p>	<p>Monitoring method</p>	<p>Evaluation methods</p>	<p>Resources, costs</p>

<p>Working wall in hall to help teachers and children identify key objectives, vocabulary and fundamental skill during each lesson- Staff meeting needed to support the use of this properly.</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>Mentoring programme by Derby City SSP Paul Edwards to mentor ½ day a week for 3 full terms Shared expectation revisited during staff meeting</p>	<p>SSP DCCT CH RM</p>	<p>Sep 2015</p> <p>Review in February 2016</p> <p>End September 2016</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 lessons</p>	<p>Planning scrutiny and teacher interviews.</p> <p>Lesson observations</p> <p>Children interviews, planning scrutiny</p> <p>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.- need to type up from display interviews.</p> <p>STTEP differentiation is on planning Opportunities identified on planning for competent and hesitant movers.</p>	<p>Evaluation cards Vocabulary cards Pathways Head, heart hands Planning and assessment proformas</p>
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with STEPP training. STTEP model on working wall						
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Leadership						
Outcome target	Key person	Timescale • Start • End	Success Criteria	Monitoring method	Evaluation methods	Review
Share whole school vision and direction for PE and School Sport with pupils, parents, governors and staff.	CH RM	October 2016 Review in February 2016 End September 2016	School vision established and shared with staff, governors, parents and children	Teacher interviews. Parent feedback Children interviews Learning walks Feedback from governors	Evaluation of parent feedback(to be completed July 2016), teacher interviews, pupil interviews and learning walks	
Process Targets	Key person	Timescale Key dates	Success Criteria	Monitoring method	Evaluation methods	Resources, costs
Staff meeting time to review shared PE vision suited to the children, parents and staff at our school. Staff meeting time revisit to Youth Sport Trust self-review	RM CH	October 2016 Review in February 2016	Children at Cavendish Close Infant School are; Confident Healthy , have Opportunities Independent	Teacher interviews. Parent questionnaires Children interviews Learning walks	Termly self-evaluation to include; Evaluation of parent feedback, teacher interviews, pupil interviews and	Staff meeting time Brief meeting with middays and governors 3 x ½ day supply for PE

<p>tool (staff completed in PPA)</p> <p>Share vision with PE mentor and midday supervisors</p> <p>Impact of funding feedback for Governors</p> <p>Communicate to parents outlining school vision for PE</p> <p>Questionnaire for parents to evaluate how active our pupils are outside school (Data analysed July 2016).</p>		<p>End September 2016</p>	<p>Competitive Enjoying physical activity</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>Feedback from governors</p>	<p>learning walks</p>	<p>team £475 x2</p> <p>To develop parent, pupil and staff questionnaires</p>
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Behaviour and Safety

Outcome target	Key person	Timescale • Start • End	Success Criteria	Monitoring method	Evaluation methods	Review
<p>Extra-curricular programme is of high quality and contributes to health and wellbeing</p>	<p>CH RM TO DCCT</p>	<p>Ongoing</p>	<p>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</p>	<p>Teacher interviews.</p> <p>Parent feedback</p> <p>Children interviews</p> <p>Learning walks</p> <p>Club registers</p> <p>Joint monitoring with PSHE lead</p>	<p>Learning walks and pupil interviews show increased awareness of healthy diets and active lifestyle</p> <p>Termly self-evaluation form</p>	

Process Targets	Key person	Timescale Key dates	Success Criteria	Monitoring method	Evaluation methods	Resources, costs
<p>Use DCCT coaches to deliver afterschool provision to include dance as well as maintaining football and gymnastics.</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</p> <p>Equipment and games available at playtime and</p>	<p>CH RM DCCT</p>	<p>September 2015 to September 2016</p> <p>Summer term 2016</p>	<p>All children are active during play times and lunchtimes and using equipment responsibly (Next year's target to focus on lunch time provision and active opportunities).</p> <p>More children participating in OSH clubs in comparison to last years data; 26% KS1 children attended Football club (96% boys/4% girls) 32% KS1 children attended Gymnastics club (73% girls/27% boys)</p> <p>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.</p> <p>All children are active during play times and</p>	<p>Teacher interviews.</p> <p>Parent feedback</p> <p>Children interviews</p> <p>Learning walks at lunchtime and after school</p>	<p>Termly self-evaluation form</p>	<p>HLTA cover 12.83 per hour x2 weekly £1,026</p> <p>Funding PP places at OSH clubs £792</p> <p>FUNdamentals club £620</p> <p>Risk assessment</p>

<p>lunchtime – Not being monitored properly.</p> <p>Midday supervisors are using Mini Leader skills to support children</p> <p>Update risk assessment and share with staff, children and governors (July 2016 on-going to September 2016).</p>	<p>CH RM</p>	<p>October 2016</p>	<p>lunchtimes and using equipment responsibly</p> <p>Risk assessment in place and shared with staff, pupils and governors</p>			
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