

Sacred Heart Catholic primary school Physical Education (PE) and Physical Activity (PA) Action Plan

Delivered by PE Lead

Version / Date Updated: __07.09.2023

Agreed by Senior Management – Lorraine Dolan - Walsh

Signed: _____

Agreed by Governor –

Signed: _____

Vision

At Sacred Heart RC we are committed to delivering a well-rounded Physical Education, which delivers on all the key aims set out in the National Curriculum.

Throughout key stage 1, our aim is to support children develop and master fundamental movements and skills including running, jumping, throwing and catching. We provide opportunities for the children to enhance their balance, agility and co-ordination skills. We aim for all children to become more physically confident, motivated, and engaged through physical exercise.

At KS2 we aim to develop children's confidence to engage in competitive sports and activities. We provide opportunities for the children to apply their skills through a variety of sports. Furthermore through our PE curriculum we hope to encourage the children to lead more active, healthy lives, to develop the ability to work collaboratively and communicate effectively.

For children who excel at particular sports, there are rich opportunities to represent the school and compete in the many inter-school competitions

Aims

- 1. PE Curriculum** (PPESP Key Indicator: 1)
Provision of at least 100 minutes of progressive, active and engaging curriculum PE per week (across 2 separate lessons on different days) for all children.
- 2. Physical Activity** (PPESP Key Indicator: 1)
All children are enthused and able to be physically active for at least 60 minutes per day (minimum 30 mins within school time). Encouraging and motivating classroom teachers to include more PA in their lessons throughout the day.(PPESP Key Indicator: 1)
- 3. Whole School Ethos** (PPESP Key Indicator: 2)
Raise the profile of and celebrating sport, PE, physical activity and wellbeing across the ethos of the whole school, highlighting the importance of respecting others, positive communication and fair play.
- 4. Range of Activity** (PPESP Key Indicator: 4)
Children have access to and enjoy a range of different sports, physical activities and leadership opportunities. Children are exposed to a greater range of sports and activities through taster sessions.
- 5. Competitions** (PPESP Key Indicator: 5)
All KS1 and KS2 children are able to access school sports competitions and pathways.
- 6. Swimming** (PPESP Key Indicator: N/A)
All children in year 6 are able to access swimming development, 75% to be able to swim 25m by summer 2023. To implement a term of Top up swimming in Summer term for children in KS2 who have not yet made the national curriculum swimming standards.
- 7. Workforce Development** (PPESP Key Indicator: 3)
Staff teaching PE or sporting clubs to receive the training and support to enable and inspire them to deliver effective sessions.

What we do well:

All children have 100 minutes of time tabled physical education through curriculum.

Adhere to current Government guidelines within Physical Activity and Physical Education.

We have developed a holistic approach to Physical activity and healthy living.

Most children are excited about their PE sessions

Areas we will develop further:

Staff development –PE lead and teacher training, TA training and PE teacher support training.

Continue developing wide range of sport exposure.

Continue offering a wide range of opportunities for children to represent their schools within a sport based activity.

Aiming to continue developing the improvement of targeted children's gross motor skills through interventions and OT sessions.

Increase the involvement of PP children within sport clubs and activities

Allocated funding from the Primary PE and Sport Premium (PPESP):

Deadline to update report online: 1st April

Schools must use the PPESP funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that we should use the Primary PE and Sport Premium to:

- Develop or add to the PE and sport activities that your school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

1. PE Curriculum - Provision of at least 100 minutes of progressive, active and engaging curriculum PE per week (across 2 separate lessons on different days) for <u>all</u> children. (PPESP Key Indicator: 1)					
Objective / Target / Focus Area	How will it be achieved / actions?	How will you measure the impact?	Costs	PPESP Costs	REVIEW <ul style="list-style-type: none"> • What was the outcome/impact for your pupils? • Next steps? • How will you sustain this?
All children have at least 100 minutes of PE across at least 2 separate lessons, on different days.	PE timetable updated half termly. Expanding PE lessons into Nursery classes	Assessment at the end of each unit is kept up to date. Children will improve at each sport. Assessments carried out at the end of each half term to gauge standing. Timetables will reflect the achievement of this target.	PE equipment updated £4,000		All students from Reception to KS2 received at least the required 100 minutes of PE across 2 separate lessons (in many cases more). Afternoon Nursery students received one session a week, we need to look at how we can adapt this so morning Nursery students are also included. Perhaps an alternating schedule? Some difficulty in knowledge retention when doing two sports at once (ie two per week). Consider grouping sports into 'chunks'. Ex: Rugby for first three weeks of Autumn 1 and Football for second three weeks. Consider doing 'bulk' equipment orders once per term rather than ordering as and when equipment is needed to make it easier to track.

<p>Excellent quality of PE lessons and leadership across school.</p>	<p>PE lead will be observed by MSSP rep during the course of the year in order to ensure continuing high standards.</p> <p>Specialist instructors will be used in order to provide a diverse range of opportunities for students and to work with PE lead to increase their skill set.</p>		<p>Costs contained in salary of PE teacher costs.</p>		<p>PE lead was unable to be observed by MSSP due to scheduling conflicts. Aim to have this occur within Autumn term of next Year.</p> <p>PE lead has increased his skill in teaching Taekwondo and Lacrosse by observing specialist teachers who have come in to give sessions within these sports.</p> <p>Next year look at the possibility of bringing in K-Pop dance teacher to increase PE Lead's confidence in delivering dance sessions.</p>
<p>An effective curriculum map and scheme of work is in place.</p>	<p>PE curriculum Map developed in accordance with MSSP competitions and made available to all staff and highlighted within termly class letters.</p> <p>MSSP Affiliation to support the implementation of Health and PE in the school.</p>	<p>Quality of PE in school is outstanding.</p>	<p>£32.00 Online PE resources/ curriculum</p> <p>MSSP membership renewal £300</p>		<p>The curriculum map worked effectively this year and aligned more closely with the MSSP competition calendar. This ensure that students who were selected to participate in these festivals and competitions were provided with prior experience within the sport before participating. This added to confidence levels and enjoyment.</p>
<p>PE lessons are observed as good or better and meet the NC expectations.</p>	<p>MSSP Rep will observe PE lead.</p>	<p>PE observations will be outstanding.</p> <p>Observations over the year with improvements in each one.</p>	<p>PE teacher time</p> <p>£300 – MSSP courses</p>	<p>£300</p>	<p>PE Lead needs to ensure he is observed teaching next Year.</p> <p>PE lead did complete observations of student teachers delivering PE lessons. This allowed him not only to assist in their development as educators, but also self-reflect on his own practice through observations carried out by the students and through the feed back he offered.</p>
<p>Effective measurement of pupils' progression is in place across school.</p>	<p>Assessment system in place and regularly updated.</p> <p>Reports given input from PE lead to ensure that parents are</p>	<p>Assessment at the end of each unit is kept up to date.</p>			<p>PE lead successfully implemented PE assessments into all reports given out to students.</p> <p>PE lead kept up to date on assessment grids, though this was quite difficult at times due to</p>

	aware of children's development within PE.				time restraints. Consider breaking sports down into more manageable chunks next Year in order to assist with this.
Children are consulted with and enjoy their PE lessons.	Discussions in class. Surveys are used to tap in to pupil voice. Sports leaders are consulted with.	Include activities that children have identified into lessons. Pupil survey 2023/2024 will maintain high outcomes of either 99% (2022/2023) or higher.			A pupil survey was carried out at the end of the year with certain students to obtain pupil voice. This was difficult to do throughout the year due to lack of release time. This has been addressed for the time table next year which should facilitate more opportunities for student voice. Consider employing sports captains in order to assist with this.

2. Physical Activity - All children are enthused and able to be physically active for at least 60 minutes per day (minimum 30 mins within school time). Encouraging and motivating classroom teachers to include more PA in their lessons throughout the day

Objective / Target / Focus Area	How will it be achieved / actions?	How will you measure the impact?	Costs	PPESP Costs	REVIEW <ul style="list-style-type: none"> What was the outcome/impact for your pupils? □ Next steps? How will you sustain this?
Less active children are identified and targeted. Barriers are removed to help them engage more in a healthy and active lifestyle	<p>Identify less active children and ensure full participation in curriculum Lessons.</p> <p>Targeted and invited to afterschool clubs.</p> <p>Year 5 Student leaders to lead physically engaging activities during lunch and break time with focus put on particular students to encourage activity</p>	<p>The children will become more active over the academic year and this will be measured termly using various challenges and bench marks.</p> <p>There will be an increase in participation within extracurricular activities from PP children.</p>	<p>Teacher club provision per year</p> <p>External club provision per year</p>	<p>£450</p> <p>£450</p>	<p>100% of Year 5 students completed their Leadership Training and have been running active sessions for students during lunch time. They have been enjoyed but need a bit more structure and planning. Consider applying for full day session with MSSP which then provide specific games and instruction cards for pupils. Consider having a designated space for the activities to be completed in.</p> <p>More PP students have been participating in staff lead extracurricular clubs. The free spots have good uptake but not yet 100%. Signing students up directly to the club was a good idea as this made it easier for parents.</p>

<p>Clubs and activities are enjoyable and available for <u>all</u> children to access including children with SEND.</p>	<p>100% of children are able to access extra-curricular physical activity and sport.</p> <p>Ensure that PP children are offered at least one free space within school led clubs.</p>	<p>Increase of children accessing extracurricular physical activity and sport with a focus on those PP children identified.</p> <p>Tracking SEN and PP participation within clubs run by School Teachers</p>		<p>Greater uptake from PP students to teacher led clubs. All students received a free space within a school run club.</p> <p>Began three separately funded clubs specifically for PP children. These clubs offered a wider range of sport opportunities for these students and were free of charge for the students. The uptake for these was slightly less, these need to be promoted going forward. These will continue to run as we get the funding for them, though perhaps Sports Premium funding can be used if the other funding stops. Funding has been confirmed for another term at least.</p> <p>A new physical club has been started for reception students, a Year group that previously did not have provision put in place for clubs.</p>
<p>Clubs are varied, of a good quality and meet the gold standard in the MSSM.</p>	<p>PE Leader to observe outside providers for quality of clubs and effective feedback given.</p> <p>A wider breadth of sporting clubs to be offered by PE lead and external providers in order to expose students to a wider selection of activities.</p>	<p>Quality and effectiveness of clubs will improve.</p>		<p>A wider variety of clubs have been put on offer both from the PE lead and external sources.</p> <p>PE lead has begun an NFL football club which was greatly received by students. More promotion of this is needed for next year to keep momentum building.</p> <p>Boccia ball, gymnastics and net ball have been offered from external clubs. These sports were not previously offered. Boccia is very adaptive and SEN friendly and provides a great opportunity for SEN students to get involved.</p> <p>New tennis club started, providing students exposure to another new sport within the club calendar.</p> <p>All clubs were observed by PE lead and meet high quality standards.</p>

3. Whole School Ethos - Raise the profile of and celebrating sport, PE, physical activity and wellbeing across the ethos of the whole school, highlighting the importance of respecting others, positive communication and fair play. (PPESP Key Indicator: 2)

Objective / Target / Focus Area	How will it be achieved / actions?	How will you measure the impact?	Costs	PPESP Costs	REVIEW <ul style="list-style-type: none"> What was the outcome/impact for your pupils? □ Next steps? How will you sustain this?
<p>Health and wellbeing is promoted across the school. Those students who are less engaged in sport due to gross motor skills challenges are targeted.</p>	<p>Healthy schools plan is developed.</p> <p>OT interventions will be offered to those students who have been identified as having difficulties with their gross motor skills in order to increase enjoyment in sport and physical activity.</p> <p>Fulham FC partnership program.</p>	<p>Student enjoyment of PE is increased. This will be monitored with targeted surveys.</p> <p>Gross motor skills are improved, this will be measured with base line and final testing.</p>	<p>OT sessions with experienced OT leader</p>		<p>OT interventions were provided for targeted children bi-weekly from OT specialist. These were well received and beneficial to students both in sport and in their wider lives/mental health.</p> <p>Partnership program with Fulham FC was formed. This allowed for 1:1 session with targeted students and coaches to improve mental health and academics through a sport focus. These have been very beneficial to the children both in and out of the classroom and will be aimed to continue next academic year.</p>
<p>Physical Activity is promoted within the wider school community.</p>	<p>Speak with PTA about including more sporting opportunities within their social calendar.</p> <p>Ideas such as mini-marathon and sport/active games within school fairs.</p>	<p>Participation data will be examined to determine success of various events.</p> <p>Student, parent and teacher feedback will be sought in order to inform planning of future events.</p>			<p>A successful Mini-Marathon was held which brought the school community together. Good participation and attendance from staff was observed and excellent participation from students and families. Perhaps consider adding some sort of incentive to staff in order to encourage attendance though this is difficult as event takes place on weekend. Look into participating in onsite mini marathon within inner London to increase enthusiasm.</p> <p>A successful summer fair was held where demonstrations of athletics (Taekwondo) were</p>

					held in order to encourage participation. Athletic games were run by sports lead and well.
There are cross curricular links in place and utilised with PE and other subjects and active classrooms are encouraged.	During Black History Month, prolific Black Athletes will be discussed before or after activities. International Day of Disabilities Celebrated with a focus on Sport	Children more engaged in lessons and PE. Children able to make links in different lessons.			Black athletes and athletes of minorities were promoted throughout the year this year during lessons. PE Lead worked with Inclusion lead to promote International Disabilities day with a targeted presentation which was delivered at the beginning of PE lessons.
Staff are encouraged to consider themselves as active, healthy and sporty role models. For example taking part in staff circuit training in view of parents and pupils and demonstrating a positive attitude towards PE and Sport at all times.	To promote a healthy lifestyle by participating in PA outside of school and role model appropriate behaviours. Encouraging members of staff to run athletic based clubs before or after school.	Staff enjoy and engage in Physical Activity.			Good participation from staff within school held sporting events such as mini-marathon. More work needs to be done around this by PE lead for next year. Consider group challenges with incentives and organising staff socials with a sporting/athletic theme or aspect (ex football friendlies, rounders incorporated into Year end BBQ)
Fair play, sportsmanship and respect are promoted and expected across the school with the Respect campaign/awards being utilised during PE lessons and intra house competitions.	House points given to pupils who show great sportsmanship. Awards at each competition for Best and Fairest.	Children's fun and enjoyment. How children conduct themselves within sporting events when			REFspect program was successfully promoted as evidenced by school winning REFspect award for entire West Wimbledon Cluster. This exemplifies good team spirit which has been recognised by other schools at sporting events. Student's behaviour and sportsmanship at external competitions has been exemplary this year. This extends to all students who participated including some with behavioural needs.

	<p>Points awarded during inter house competitions for team which displays outstanding REFspect qualities.</p> <p>REFspect values promoted both within lessons and when attending tournaments.</p>	<p>they both win and lose.</p> <p>An increase in recognition from MSSP/Other schools when attending tournaments for fair play (through the REFspect program)</p>			<p>REFspect was also recognised and rewarded within interhouse competitions held in school. An emphasis was delivered on sportsmanship and this was reflected in the behaviour of the students.</p> <p>MVP program was also trialled in some lessons, where specific students or groups were singled out for their commitment to teamwork and sportsmanship and rewarded with house points.</p>
<p>Sporting achievement, effort and progress is regularly celebrated across the school.</p>	<p>Certificates and awards given to all pupils who participate in interschool competitions during celebration assembly.</p> <p>Write up for competitions within the news letter to celebrate the work of the students.</p>	<p>More children competing in competitions as they are in school.</p>			<p>Sporting achievements were regularly celebrated in achievement assemblies after competitions and festivals had been entered.</p> <p>Newsletter items were shared regarding athletic accomplishment; however, this should be made more regular moving into next year. (bi weekly/monthly?)</p>
<p>The school website (as well as other correspondence and social media) displays and promotes the sporting ethos of the school and opportunities available to all children effectively.</p>	<p>Regular sports updates given on Twitter, school newsletter and sports board.</p>	<p>Parents, staff and children will be aware of sporting achievements.</p>			<p>The PE display board was updated this year to reflect current achievements and sporting opportunities.</p> <p>More online presence needs to be established next Year both in social media and on the school website. The school's new Instagram account would be a good way to improve this.</p>
<p>Promote a growing culture of teamsmanship which is linked to sporting events and teams throughout the school.</p>	<p>Fostering excitement of team name through further branding and reinforcement within lessons, assemblies and competitions.</p>				<p>The team spirit and name was again promoted this year, but more advancement/development should be done in the up coming year. Perhaps allocating a portion of sports premium to increase branding could be considered.</p>

4. Competitions (PPESP Key Indicator: 5)

All KS1 and KS2 children are able to access school sports competitions and pathways

Objective / Target / Focus Area	How will it be achieved / actions?	How will you measure the impact?	Costs	PPESP Costs	REVIEW <ul style="list-style-type: none"> • What was the outcome/impact for your pupils? □ Next steps? • How will you sustain this?
<p>School games day (sports day) delivered which engages <u>all</u> children in the school.</p>	<p>Using Sports captains and partnerships within the community (Raynes Park High School) a fun day will be delivered where children can compete and showcase their physical talents to their peers and parents.</p> <p>Separate sports afternoons will be planned and delivered for KS1 and Early Years to ensure that students of all ages are excited about sport and are able to showcase and celebrate their abilities.</p> <p>PE will complete as much of the pre work as possible to ensure that school staff are able to enjoy the sporting experience as well as the students as stress free as possible.</p>	<p>Parent and student feed back about the day.</p> <p>Feedback from staff to assess levels of enjoyment and possible areas to improve for next year.</p>	<p>Equipment and materials 300€</p>		<p>Three effective and exciting sports days were delivered by the staff and PE lead for all children across the school. Students, teachers and parents all provided encouraging feed back regarding the events.</p>
<p>Intra comp programme in place for <u>all</u> children to meet the MSSP gold standard.</p>	<p>Each half term children will compete in intra-house comp for a sport being taught that term.</p> <p>Mini festivals will be held for KS1 in order to promote participation over competition. These could be assisted by Sports Leaders from older years.</p>	<p>Record competition results.</p> <p>Celebrate results with school.</p> <p>Feedback from children on how they found the competitions.</p>			<p>The intra competition programme was delivered in accordance with MSSP Gold standards to students across the school.</p> <p>KS2 classes experienced competitive framework events while KS1 students participated in festival style activities. Looking forward , more use of sports leaders in this event would give responsibility and ownership of them to students.</p>

<p>Entry to inter school competitions and festivals takes place to meet the MSSM gold standard.</p>	<p>PE Lead will sign up for as many competitions as possible ensuring that as many students as possible are able to represent their school in sports throughout the year.</p> <p>Both competitive and festival style competitions will be entered to ensure that students of all physical skill levels are able to participate.</p> <p>New development competitions will be attended as well in order to introduce more students to a competitive atmosphere while still maintaining enjoyment levels.</p>		<p>Supply cover</p> <p>£3,600</p>		<p>A wide variety of events were entered this year. Particular emphasis was placed on festivals, SEN focused events and development competitions. These were thoroughly enjoyed by all participants.</p> <p>Some events put on by Raynes Park Highschool were also attended including a girls only football festival.</p> <p>Links were made with Ursuline Highschool who put on an athletics day for Year 5 girls.</p>

5. Range of Activity - Children have access to and enjoy a range of different sports, physical activities and leadership opportunities. Children are exposed to a greater range of sports and activities through taster sessions.

Objective / Target / Focus Area	How will it be achieved / actions?	How will you measure the impact?	Costs	PPESP Costs	REVIEW <ul style="list-style-type: none"> • What was the outcome/impact for your pupils? • Next steps? • How will you sustain this?
Clubs are varied, of a good quality and meet the gold standard in the MSSM.	<p>Outside agents provide clubs. These are monitored to ensure quality and enjoyment.</p> <p>Teaching staff provide sporting clubs.</p> <p>PE Lead to provide clubs for competitions.</p> <p>PE Lead to broaden the offer for sporting clubs that he delivers.</p>	<p>Observations.</p> <p>Discussions with children in clubs.</p>			<p>A wide range of sporting clubs were offered this year to students in accordance with MSSP gold mark standards.</p> <p>New sports were introduced and enjoyed by students such as: American Football, Gymnastics, Boccia Ball, Netball and Tennis.</p> <p>Some clubs were offered to fit within the MSSP competition calendar in order to provide students with extra preparation time.</p> <p>New outside providers were used this year, including Multisport 4 All and Sean McInnes Sport Coaching. These were observed by PE lead and were deemed to be of excellent quality.</p>

<p>Keen sports leaders (Yr 5/6) are selected to be part of the MSSP (or similar) leadership academy where they can access additional opportunities to learn, lead and volunteer in sport and physical activity (with parental consent).</p>	<p>All Year 5 students will complete the leadership course in order to provide the opportunity to as many children as possible.</p> <p>Interested students will then sign up to the program and will be tasked with running activities for younger children during break and lunch times.</p> <p>Students who are noticeably less active will be encouraged to join in these activities to promote healthy lifestyles.</p> <p>Year 6 Sports Captains will be used more frequently in interactions and running of activities for younger children.</p>				<p>All Year 5 students received Sports Leader induction training. The majority of students continued on to participate in the school run program. Next year, investigate opportunities for wider leadership roles including those competitions put on by MSSP.</p> <p>Next year, put a bigger focus on employing Year 6 leaders within interhouse competitions for younger year groups.</p>
<p>Children are exposed to a range of new sports through taster sessions and variety of clubs.</p>	<p>Staff to offer new sports clubs.</p> <p>Taster sessions will be offered throughout the year to expose students to a wide range of sports.</p> <p>Outside specialists will come in to teach a variety of sports such as Taekwondo to provide a rich and varied sports based curriculum for the students.</p> <p>New sporting competitions will be signed up for to continue broadening the exposure of students to new sports.</p>	<p>Children's excitement and enthusiasm for new sports will improve.</p> <p>Children will take up and engage in new sports.</p>			<p>Taster sessions were given in Taekwondo and Lacrosse. Next year we will be looking into providing opportunities to experience K-Pop dancing.</p>

<p>6. Swimming - All children in year 3 are able to access swimming development, 75% to be able to swim 25m by summer 2019. To implement a term of Top up swimming in Summer term for children in KS2 who have not yet made the national curriculum swimming standards.</p>					
Objective / Target / Focus Area	How will it be achieved / actions?	How will you measure the impact?	Costs	PPESP Costs	REVIEW <ul style="list-style-type: none"> • What was the outcome/impact for your pupils? • Next steps? • How will you sustain this?

<p>A swimming plan is in place to track and improve swimming ability.</p>	<p>Swimming sessions will be booked in with the local swimming pool.</p> <p>PE lead will be in attendance for all of these sessions to ensure quality is delivered.</p> <p>New 2 week intensive swim plan will be trialled to see differences in results.</p>	<p>Impact will be measured through swimming progress results collected by Swim Coaches.</p> <p>New swimming plan results will be compared with old ones to see if there is improvement.</p>	<p>Booking the pool/teachers at the Morden Leisure Centre</p>		<p>The 2 week intensive swimming program was deemed to be successful for the Year 6 year group which participated in it. They greatly increased their swimming abilities and benefitted from the daily sessions. However, logistically it was difficult for the school and PE lead to organise as the nearest pool that was able to offer this program was difficult to get to.</p> <p>Next year, as the cohort being offered swimming will be two form, lessons will need to be moved back to New Malden Leisure Centre. Last year this centre said they were unable to manage the 2 week intensive courses. PE Lead will follow up again with the pool to see if this has changed. If not, swimming may need to revert back to the once weekly system in order to facilitate the larger number of students taking part in the program.</p>
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7. Workforce Development - Staff teaching PE or sporting clubs to receive the training and support to enable and inspire them to deliver effective sessions.					
Objective / Target / Focus Area	How will it be achieved / actions?	How will you measure the impact?	Costs	PPESP Costs	REVIEW <ul style="list-style-type: none"> What was the outcome/impact for your pupils? □ Next steps? How will you sustain this?
<p>Upskilling of staff teaching and supporting PE or clubs.</p>	<p>Courses provided by MSSP will be signed up for and attended by the PE lead and ECT teachers in order to increase confidence and ability to deliver PE lessons.</p>		<p>Training for PE lead and ECT teachers</p>	<p>£350</p>	<p>All ECTs received Pe training provided by MSSP. This will continue on to next year, though it must be noted and accounted for that there will be a greater number of ECTs employed. The budgeting and timetabling will need to reflect this change.</p> <p>Next year it would be beneficial to send a member of Early Years staff to the specific training offered to PE within Early Years.</p>

					<p>PE Lead attended NFL Football training, which allowed him to run a club based on the new sport and has encouraged him to consider including American Football within the curriculum offered to Year 5 and 6.</p> <p>Next year, PE lead will look into receiving training based around dance in order to continue developing his skill and confidence in delivering a wide range of sport lessons.</p>
<p>The PE Coordinator is leading 'outstanding' PE effectively and confidently across the whole school.</p>	<p>All PE lessons are of outstanding quality.</p> <p>PE curriculum map will be updated and followed.</p> <p>PE teacher to ensure best practice is followed.</p>	<p>Children are engaged in lessons, improving skills and confidence.</p>			<p>All children are engaged within PE lessons and PE lead ensures that best practice is followed.</p> <p>He adapts school wide initiatives to his own lessons where appropriate and endeavours to ensure consistency throughout the school.</p> <p>Curriculum map was updated and will be reviewed again in preparation for next academic year.</p>