



**PE**

**SELF-EVALUATION FORM**



### School Context

- We are a one form entry school with eleven classes. In some years we have been asked to take two classes (current Years R, 2, 3 and 5). Traditionally these have been classes of 20, but most are now closer to 30, meaning we are well above our PAN. This has a number of implications, for example we are very short on space and staff have to be flexible in which year groups they teach (a number have taught in both Key Stages)
- The proportion of pupils eligible for a free school meal is below the national average.
- The percentage of English Additional Language (EAL) pupils is well below the national average. However, since May 2022 the school has had a significant increase in EAL pupils, with a number of Ukrainian children moving into the local area.
- 82% of children started at the school in Reception.
- We have identified a number of pupils who are disadvantaged (14%). The categories we use are: Cultural, Spoken Language, Reading, Parental Engagement, Time or Fuel poor, Emotional needs or Other.
- Our school attendance is in line with the national average, however our persistent absentees is significantly higher than the national average
- We are an inclusive school. Currently 2% of the school have an EHCP which is in line with the national average. However the number of children with an EHCP or SEN support is below the national average.
- Staff retention is very high. Staff are clear on the routines and vision of the school.
- In our recent wellbeing survey of staff we came out in the top 1% of schools nationally for many of the areas.
- The school has formed strong partnership links with a number of local and national organisations. We are part of the Dunmow Excellence in Education Partnership and were one of the trial schools for the Peer Review approach of school based quality assurance.

### School Vision

#### School Vision

At Rodings Primary School we strive to provide an excellence led and enriching experience for our children in a safe and stimulating environment. We have a skilled workforce and a high performing culture, which provides the right support at the right time for all children and staff. We work hard on outside engagement to develop strong relationships with our parents and community

WE ARE COMMITTED TO ACADEMIC EXCELLENCE  
WE ARE PASSIONATE ABOUT CREATIVITY  
WE NURTURE SOCIAL INTELLIGENCE  
WE WORK WITH AND WITHIN OUR COMMUNITY

Rodings Primary School is committed to providing a place of academic excellence, where children's academic success is developed through a broad and deep curriculum.

We have a passion for creativity and the creative arts, and aim to provide inspirational opportunities and experiences for our children. Through strong partnerships we show our commitment to developing creative individuals.

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We want our children to be happy whilst with us. We nurture social intelligence through developing a toolkit to look after our own and each other's wellbeing. We give children responsibilities, freedoms, a voice and an opportunity to lead.

Our school sits in the heart of our community, and we are committed to learning about our local area, through our curriculum. We are committed to developing meaningful links with organisations and individuals in our area.

## School Values

The phrase we use to sum up our school ethos is:

*Learning together, caring for each other*

We believe that children should be encouraged to care for each other as well as being able to accept high levels of responsibility. Visitors regularly comment on the children's excellent learning behaviour. After a year of consultation with children, parents, staff and governors the following Core Values were adopted in January 2016.

Respect  
Enjoyment  
Care  
Confidence  
Challenge

These Core Values are at the heart of every decision at Rodings Primary School.

## Curriculum Aims

Academic Excellence, Creativity, Social Intelligence and Community are at the heart of everything we do at Rodings Primary School. We give each of these values equal weighting and through a knowledge-rich curriculum, engaging teaching, great relationships and strong partnerships, we work hard to ensure that Rodings is the best possible primary school experience for every child.

## Intent

Rodings Primary School recognises the value of Physical Education (P.E). We adhere to the aims of the national curriculum for physical education to ensure that all children:

- develop physical competence to excel in a broad range of physical activities.
- are physically active for sustained periods of time.
- engage in competitive sports and activities.
- lead healthy, active lifestyles.

### KS1

In KS1 children develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities. Children are taught to:

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- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

## KS2

In KS2 children should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Children are taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

## Swimming and water safety

Children are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively
- perform safe self-rescue in different water-based situations

At Rodings, our PE curriculum ensures that the children's skills and knowledge are planned and are progressive throughout their time at Rodings. The context for the learning is physical activity, with children experiencing a broad range of activities, including sport and dance. Our Learning Ladder states which physical activity/sport is to be taught when; skills are then taught through these physical activities and are built upon each year of study.

Our PE curriculum is specifically designed and delivered to enthuse, inspire, include and engage all pupils whatever their stage and ability.

Children develop their fundamental movement skills alongside developing their physical literacy, emotional and thinking skills. This supports our school's commitment to the mental health wellbeing of all our children.

Our curriculum has three key elements: head, heart and hands.

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Not only are we on a mission to get our children more active by developing the fundamental physical skills that are so often overlooked, but our PE lessons are also centered around the child to enable them to be successful in the classroom and in later life.

We aim to support our children and our love of movement by educating and helping our families to be more engaged in their children's wellbeing and health and enrich our curriculum with swimming, inter and intra competitions and sports day events.

## Implementation

### PE Curriculum Map

- Each year group will teach the areas of PE identified in the school's curriculum map to ensure coverage of statutory knowledge and skills.
- Staff are expected to follow the Learning Objectives outlined on the PE Hub website for each area of PE but are given autonomy over the delivery of the lesson.
- Years 1 to 6 are taught two lessons of PE a week.
- EYFS have one structured lesson of PE and their physical skills are continuously developed through their enhanced environment and continuous provision.

### Extra-curricular activities

- We offer after-school clubs through both teaching staff and outside companies (Prestige)
- Year 1 to 6 complete the Daily Mile throughout the week.

### Competition and events

- We subscribe to the Uttlesford School Sports Partnership who provide many opportunities throughout the year for children to take part in a wide range of different sports and PE activities.
- We have intra-competitions such as Cross country races and Sports Day.

### Sports Premium Funding

- Government sports funding is used to pay for sports coaches, updating and replacing equipment, providing opportunities for children in receipt of the pupil premium to take part in sporting and residential activities. More information can be found in the annual review of Sports Premium Funding spending which can be found on the school's website.

### Challenge and Support for all Learners

- We understand that every learner develops differently and adapt our PE teaching to ensure every child receives the correct balance of support and challenge in order to achieve their very best. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

### Assessment

- After each unit (area of learning), teachers will complete the Assessment for Learning task to assess whether each child has been able to grasp the main skills for that area of learning.
- Staff will then assess children as Below, Just Below, Expected or Greater Depth after each

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term. They will use two units to make this judgment.

## Impact

Autumn term data shows that:

Below - 1%

Just below - 9%

Working at - 62%

Greater depth - 8%

No data - 19%

## Local Context/Local Content

Rodings is set within a rural village with the children living in the surrounding villages. Children take part in sporting clubs outside of school such as football, rugby, swimming, dance and gymnastics.

## Significant developments in the subject

- In 2020 we implemented the use of PE Hub to structure our areas of PE and derive Learning Objectives, lesson plans and activities from this scheme.
- In the academic year 2021-2022 we achieved our Gold Mark in the Sports Mark.

## Strengths

Our PE cupboard is organised to help staff find the appropriate resources.

In a recent audit of equipment we have everything we need to teach all PE hub lessons.

Since the introduction of the PE Hub, PE lessons are being taught frequently and children are being exposed to a variety of skills and sports.

Investigating OPAL resources to promote active, healthy lifestyles during break and lunch times.

Daily Mile being consistently used as an active break between lessons.

## Areas for development

Staff CPD could still be improved particularly in gymnastics so that staff feel more confident in teaching this sport.

## Monitoring and evaluation systems

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## Lesson Observations and Learning Walks

PE Co-ordinators regularly undertake planned and unplanned lesson observations and learning walks. These have a clear focus and feedback and findings are used to inform individual and whole-school Continuing Professional Development (CPD), School Development Planning and future monitoring activities.

## Pupil interviews

PE co-ordinator will take regular opportunities to listen to the views of pupils in relation to their experience of PE at our school and their feedback actively informs subject development through our curriculum action plan.

## Cultural - Diversity

### Spiritual

- Experiencing and reflecting on feelings of determination, exhilaration and enjoyment.
- Learning to appreciate and enjoy the way their bodies work and can be used to express emotion (e.g. in dance).
- Gaining a sense of achievement.
- Developing positive attitudes towards themselves.
- Learning to know and challenge their own physical limits.
- Developing a healthy body and a healthy mind.
- Understanding that body, mind and spirit influence each other.
- Shared activities/team work developing a sense of belonging.

### Moral

- Reflecting on the need for rules.
- Developing a sense of fair play and positive sporting behaviour.
- Considering the issues around enhancing performance (including the use of drugs).
- Reflecting on values surrounding 'competition' (including 'winning at all costs').

### Social

- Learning how to manage feelings and controlling aggression when working with others.
- Developing social skills of cooperation, responsibility, communication, personal commitment, loyalty and teamwork.
- Learning how to handle success and defeat with dignity.
- Discovering the role of sport/dance in society.
- Learning to take responsibility e.g. as team leader/coach.
- Looking at how people show they belong to a group e.g. sports wear, team strip etc.
- Considering the social aspects of sport (e.g. leisure).
- Awareness of others' needs, particularly physical.

### Cultural (including British values)

- Learning dances from different traditions, including their own.
- Playing traditional games and recognising their importance locally, nationally and internationally.
- Understanding the importance of activities for different cultures.
- Exploring the contribution of sport/dance to the arts.
- Being aware of different cultural attitudes towards aspects of physical activity.

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## Training

PE leader has led training in staff meetings.  
ECTs complete safety and inversion qualifications.

## Enrichment

We enrich our PE curriculum through:

- Children (classes) have the opportunity to attend competitions within the DEEP and USSP partnership. We choose a range of children including those who are Gifted and Talented and those who have additional needs so that all children have the opportunity.
- Children in R - 4 swim in our school pool.
- Children in 5 -6 go to a swimming pool to learn to swim 25m.
- We have competitions in-school such as Cross country and Sports Day.