

**Herts for Learning
Hertfordshire Improvement Partner Report**

2021-2022 Spring Term Visit - Primary School Version

School:	The Giles Nursery and Infants' School	Number	160	Date	26.04.2022 28.04.2022
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Present: Rouane Mendel (Headteacher); Cat Brown (PE Curriculum Leader); Jo Henry (PE Specialist Teacher); Travis Pullen (Sports Apprentice) and Carole Hinstridge (Hertfordshire Improvement Partner).

Purpose of the visit: to support leaders to explore the quality of education implemented and the school's overall effectiveness

Outline of visit:

- To support leaders to evaluate the quality of education in PE using aspects of the deep dive methodology.

The HIP, curriculum leader, specialist PE teacher and headteacher carried out the following activities:

- A discussion with the curriculum leader about PE intent;
- Joint lesson visits with the headteacher, curriculum leader and specialist PE teacher to evaluate the extent to which the teaching of PE is in line with agreed expectations;
- Observations of play and lunch times;
- A discussion with teachers and sports apprentice from lessons visited;
- Feedback and next steps discussion with SLT.

Prior to the visit, the HIP reviewed the following documentation available of the school website:

- Curriculum map 2021-22
- Curriculum journey 2021-22
- Action plan – mid-year review 2021-22
- PE policy 2022-24
- PE subject leader report 2022
- Key Vocabulary PE 2021-22

Main findings/observations:

The following seeks to highlight some of the key issues considered during the visit, which school leaders may find valuable as part of their self-assessment and school improvement processes. The report complements the detailed feedback given as part of the day's activities.

The HIP and subject leader discussed the recent PE review [Research review series: PE - GOV.UK \(www.gov.uk\)](https://www.gov.uk) and this was referred to as part of the visit. The subject leader intends to prepare a summary sheet to share with staff.

Physical Education, including Physical Development (PD) in early years, is a strength of the school and is celebrated in many communal areas. Significant time is devoted to this area of the curriculum and, as a result, in the lessons seen as part of the day's activities, pupils demonstrate confidence, competence and enjoyment in a range of sport and physical activity. Children wear their PE clothing to school on their allocated day and, therefore, time is maximised in lessons. School leaders cite this as a 'Covid Keep'. Children and teachers were seen running the daily mile and pupil voice, conducted by the PE leader, evidences this is a favourite activity with many children. Children note the physical effects exercise has on their body by putting their hand on their chest. Staff are determined that success in PD across early years will establish good habits and therefore lead to children making healthy choices as they grow and develop. To develop this further, staff have targeted play and lunch times to extend the range of choices available for children to be active during this time. Year 2 play leaders, coached by the specialist PE teacher, organise activities and lead play. All pupils have access to bikes and know that appropriate protective helmets must be worn.

PE is interwoven in themed weeks, such as Wellbeing and Growth week and enrichment activities. High-quality workshops enable children to participate in dance and circus skills whilst strong relationship with Stevenage Sporting Futures offers key stage 1 pupils a range of inter and intra school competitions. Brain breaks and relaxation techniques are taught which supports pupils to self-regulate. Yoga also helps pupils to recognise feelings of calmness.

Teachers spoken to and visited have a clear understanding of 'why this, why now' and ensure that all pupils have full access to the curriculum irrespective of starting points and/or special educational need/disability (SEND). In early years, children are immersed in learning where PD is interwoven through topic work. For example, to develop fine motor skills, children were invited to gather a variety of seeds and pasta to make food for the hatching chicks. Children used tweezers to gather their chosen food and place them in a container. Most children selected larger pasta pieces first before challenging themselves to pick up smaller, smooth surfaced pulses and seeds. As in all activities, children demonstrated perseverance and resilience. Both outside and inside areas were aesthetically pleasing and invited children to play. Adults were strategically placed. They gave clear instruction, allowed children to practise the taught skill then gave feedback in order to develop motor competence. This was seen as a systemic strength across the visit. Children demonstrated resilience with the climbing wall, crates and planks, throwing and catching balls and playing with scoops.

Teachers modelled skills precisely with clear, concise instructions. Cognitive load was managed effectively and children experienced success. As a result, behaviour was exemplary in all lessons visited. Additional adults were deployed effectively and worked in partnership. There was a clear understanding of everyone's role. The vast majority of children in Reception class demonstrated effective skipping, hopping and leaping. Most Year 1 pupils could execute an effective overarm throw.

The strategic deployment of Sports Apprentices to specific year groups has enabled targeted support for pupils who have been identified, during PE sessions, as needing additional gross or fine motor skills practice. The impact of this is noted by class teachers with improvements in balance and good progress in handwriting. Whilst the PE action plan notes that sports apprentices target and support SEND pupils during PE sessions, the HIP and subject leader discussed the importance of access to the most highly trained teachers.

Also in the action plan, and seen in lessons visited, the subject leader notes accessibility of PE and adjustments that could be made in terms of equipment, skills taught and adult support. The HIP shared a document to support this work to include specific needs such as working memory/processing needs, dyspraxia, visual and hearing impairments.

The HIP, headteacher, curriculum leader and PE specialist teacher reviewed the morning's activities against the following list noted in the Ofsted PE research review:

- Teachers know that PE includes clearly defined knowledge that can usefully be categorised into declarative and procedural knowledge. These forms of knowledge in PE are often inextricably linked.
- Teachers know that PE is not synonymous with physical activity or sport. They share similarities but also have important differences.
- Leaders and teachers have thought carefully about what it is to **know more and do more in PE**. This understanding is informed by the national curriculum's aims and component knowledge has been identified to develop pupils' competence.
- A strong foundation of fundamental movement skills (FMS) is developed, starting in the early years. It sequentially develops through transitional activities into more specialised sport and physical activity contexts. FMS are a precondition to accessing the later, more specialised movement patterns required for competence in sport and physical activity.
- Teachers make sure that pupils' movement is not only efficient and effective but intelligent and context-related. They make sure pupils have knowledge of rules, strategies and tactics in order to direct and guide successful movement.
- Knowledge of healthy participation includes important knowledge of key concepts pertaining to health, participation and physical activity. These are taught systematically, honour the specific learning context and increase in complexity throughout the curriculum.

It was agreed that the activities seen aligned with the above list. The HIP recommends that leaders continue to reassure themselves that all staff are suitably skilled and trained to deliver high-quality PE lessons in line with today's outcomes.

Systemic strengths noted during the visit:

- Enthusiastic, knowledgeable, and passionate PE team which includes the sports apprentice seen as part of the morning's activities
- Range of physical development activities seen across early years which develop fundamental movement skills
- Exceptional outside environment where children played with confidence and cooperation
- The high profile of PE across the school and the related enrichment activities to excite and engage children
- Precision of instruction to improve technique
- The culture of growing leadership at all levels

HIP RAYG rating:	Dark green
HIP comment:	Across the early years setting, children are able to access a range of high-quality resources which enable them to explore and take risks. Children practise and consolidate taught skills and demonstrate deep levels of involvement for sustained periods. Practitioners provide timely challenge but allow children to develop their own ideas and to develop strategies for doing things. Planned activities entice children to take part and immerse them in a place of discovery. All adults have consistently high expectations which are conveyed through warm, positive interactions.

	<p>The PE curriculum is coherently planned and sequenced. There are rich, planned experiences to expose children to a variety of PE and sporting activities which supports their well-being. As a consequence, children are highly motivated to join in.</p> <p>The headteacher is known by all children who greet her with warmth and genuine affection. Children want to share their news, demonstrate their learning and have conversations with her.</p>
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Although this visit may draw on the deep dive methodology published by Ofsted in 'Inspecting the curriculum', the visit's length and content limits the number of subjects which can be explored. Consequently, there is insufficient evidence to draw firm conclusions about the systemic aspects of the school's work. However, hypotheses are likely to arise which leaders may wish to pursue as part of their ongoing self-evaluation. Similarly, where the HIP makes subsequent visits to the school, they may follow up these hypotheses by exploring other subjects alongside school leaders.

Summary of agreed actions	By whom	By when
▶ For the PE leader, specialist PE teacher and SENCo to consider documenting the specific adaptations made in PE for those pupils with SEND.	PE leader, specialist PE teacher and SENCo	End of summer term.
▶ Senior leaders may consider it beneficial to complete the action above in other curriculum areas.	SLT	Ongoing

Date and focus of next visit	Date	Focus
	18.05.2022 13:00 – 16:00	90 minute conversation

Hertfordshire Improvement Partner: *Carole Hinsttridge*

Date: 29.03.2022

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