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| **Section 1: School context** | | |
| School Name | | Heathfield Junior School |
| Location | | Cobbett Road, Twickenham, TW2 6EN |
| School vision and values | | Heathfield...  ...is a place where every child feels important, succeeds and aspires to something greater.  We achieve this through a broad and exciting curriculum combined with a focus on individual needs and a nurturing and united community.  We challenge our children to be ambitious learners who strive for excellence and achievement across all aspects of school life. Children come first: everything we do is designed for their learning, enjoyment and success.  Our goal is to enrich their lives both now and in the future.  Our aims   1. Provide a range of high quality learning opportunities that provide for individual needs and abilities and challenge all children to aim for and attain high standards 2. Provide a safe, secure and stimulating environment to motivate all children to develop fully academically and socially and to be rigorous in the encouragement of this development 3. Be a happy community in which everyone is encouraged to take an equal and responsible part 4. Develop an understanding of and respect for others, our community and the wider world and a respect for people and property 5. Celebrate effort and achievement in all areas of life 6. Develop home school partnerships which support and foster children's success |
| Staff member name and title | | James Watson PE Lead |
| Submission date of Quality Mark | | February 18th 2022 |
| **Section 2: Intent** | | |
| Rationale | | To gain a nationally recognised kitemark for PE and school sport. Helps to **audit our PE provision** and **identify priorities for our development plan**.  We are due an OFSTED inspection next year and would like a PE deep dive - Quality Mark has been aligned to Ofsted guidance and would provide further evidence of the good work we are doing. |
| Vision | | The P.E. curriculum ensures that children are able to:   * Be physically and mentally confident to participate in a broad range of physical activities. * Develop the stamina needed to be physically active for sustained periods of time. * Develop the competence to engage effectively in competitive sports. * Demonstrate resilience, fairness, respect and self-esteem. * Lead healthy and active lives.   Our PE vision is an ongoing conversation for the whole school and beyond, engaging with parents/carers, our PE sports council and the wider community. It is informed by the school’s values and ethos, as well as by its location and surroundings. It retains an approach that is consistent with the learning set out in national guidance.  PE, physical activity and school sport has always had a high profile at Heathfield Junior School as we strongly believe that they contribute to the holistic development of young people. Our high quality PE curriculum inspires all children to succeed and excel in both competitive sport and other activities involving physical literacy. It is through these activities that pupils become physically confident; they learn that physical activity is ‘fun’ and crucial in terms of leading a healthy lifestyle. Our children compete in many competitions and other activities which build character and embed key values such as teamwork, fairness and respect for themselves and others. We recognise that PE, physical activity and school sport make an extensive contribution towards aspects of pupils’ social, moral, spiritual and cultural development. |
| **Section 3: Implementation** | | |
| Curriculum | PE is taught for 2 hours a week (one session indoors and one outdoors). The PE programme incorporates a variety of sports and physical education activities to ensure all children develop the confidence, tolerance and the appreciation of their own and others’ strengths and weaknesses.  Children are given the opportunity to engage in extra-curricular activities before, during and after school. An inclusive approach to extra-curricular activities before, during and after school encourages physical development and well-being.  In a KS2 P.E lesson we will teach with:   * A Warm up of fundamental skills based on previous learning * Selecting and applying of the next key skill based on the progression document. * Personalised intentions delivered through STEP teaching in small sided games. * An evaluation of children’s progress   Additional teaching expertise is provided by outside agencies such as: Boundless Dance; Harlequins, England Netball, London Broncos, Brentford FC and Middlesex CCC, Monte Lynch (ex England and Surrey CCC), Jonathan Barbour (GB athlete) who come in to work with teachers.  Outdoor sessions are determined by the seasons so a variety of invasion games are taught in the Autumn Term, Striking and fielding games in the Spring Term and Net and Wall Games are taught in the Summer Term.  Indoor sessions include: gymnastics, dance, sportshall athletics and fitness lessons.  Swimming is provided for year 3 and 4 children and catch up sessions for older children.  JW designed the school’s curriculum using YST blueprint because we liked YST’s philosophy of keeping physical activity and competencies at the heart of the subject, but explicitly including social and emotional wellbeing, as well as meta-cognition. | |
| Teaching and learning | Monitoring  Members of the Senior Strategy Team, Year Group leaders and PE Lead undertake a range of monitoring activities across a year that include:   * “Pop ins”/learning walks * Discussions with children   CPD has been provided for teachers who themselves have identified a weakness in a particular area of PE.  We have a specific CPD structure/framework which takes 6 weeks which all deliverers follow.  Those delivering CPD have worked with PE Lead.  Teachers have completed surveys on their own PE teaching.  Pupils apply and develop a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.  THE THINKING PHYSICAL BEING: • Learning how to use a broad range of skills in different ways and linking them to make actions and sequences of movement • developing an understanding of how to improve in different physical activities and sports • Learning how to evaluate and recognise their own success  THE BEHAVIOURAL CHANGE PHYSICAL BEING: • Enjoying communicating, collaborating and competing with each other • Participating in activities and clubs both in school and in the wider community  THE DOING PHYSICAL BEING: • Applying and developing a broader range of skills • Developing flexibility, strength, technique, control and balance | |
| Assessment | How do you assess progress in PE?  Assessment during lessons enables teachers to adapt planning as required. Key questions on the planning support teachers’ assessment techniques. | |
| Anything additional you would like to add | What elements of YST support have enhanced the implementation of your PE curriculum?  Heathfield have used My Personal Best to develop our own covid catch up recovery programme - ‘Thrive Groups’. These have been nationally recognised in Wisden magazine, PE and Sport magazine and The Cricketer magazine. Heathfield one of only 3 state schools in Cricketer magazine top 50 prep and primary schools in the country.  JW has spoken:   * YST webinar -School Sport in uncertain times: ‘how to provide a high quality enrichment offer' * Primary Communities of Practice (a national webinar for YST members) ‘Using cricket to deliver life skills in our thrive programme’ on 9th Feb 2022 * At Chance to Shine webinar with YST;s Emma Mackenzie Hogg on December 2nd   <https://www.youtube.com/watch?v=gHOCCaT26pA> | |
| **Section 4: Impact** | | |
| Benefits  Include quantitative data, examples and quotes | | EG.   * PE attainment data * Staff surveys linked to confidence and competence * PE and school sport reporting (Primary only) * Whole school data (progress, behaviour & attendance * Pupil surveys * Include relevant photos to bring this to life   After staff surveys all teachers are confident and competent teaching PE.  80% of Heathfield’s pupils belong to an after school club.  Pupils responses is quite dramatic. See powerpoint used in YST presentation.  For 20 years Heathfield Junior School had a sporting reputation in the London Borough of Richmond for all the wrong reasons. Heathfield Junior School is a shining example of what happens when a dedicated PEcoordinator takes on the challenge of transforming a whole school's outlook on PE. Sports provision at Heathfield has been transformed under the leadership of PE Coordinator James Watson. Heathfield is situated a stone’s throw from The Stoop and Twickenham Stadium and is a larger than average primary school. The proportion of pupils from minority ethnic groups and those supported by pupil premium is higher than average.  "PE has had a massive impact upon the school, alleviating some of the more turbulent conduct amongst the pupils. There were a number of pupils who were flagged up as having behavioural issues but through sport their concentration and behaviour has improved dramatically."  During these thrive sessions Mr Watson has used a life skills approach to teaching PE, through cricket. It supports every child to flourish and to achieve their personal best in PE, in school and in life. We want them to learn a love of the game and, in doing so, develop their wider wellbeing.  “Cricket encompasses many things on the national curriculum. It also allows us to explore many of our school values and the Heathfield Way.”  The change of scenery from the classroom is a great way of improving the pupils’ mood and motivation. With the mood levels improving, the young students are more likely to work harder and better in their other subjects. PE is also a chance for them as individuals to achieve something, like striking a cricket ball hard which raises their morale and increases their self-confidence. Cricket also involves a lot of teamwork which can also increase friendships between classmates. It is a lot easier to speak to each other and have a laugh whilst playing a sport, than it is during a Maths lesson.  The happier mood and improved morale is also beneficial to teachers as well as the pupils. The mood that is created after burning excess energy will allow pupils to feel more relaxed, thus focusing on the other subjects more. It has also been argued that grades and friendships can be improved through physical education.  Watson’s aim is that all pupils leave Heathfield Junior School physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport. Some of the characteristics and qualities that James has worked on through cricket are: self belief, honesty, courage, resilience; integrity, self discipline, self motivation, responsibility, gratitude, empathy, fairness, trust, respect, communication, encouragement, cooperation, curiosity, imagination, concentration, resourcefulness, reflection, problem solving, evaluation and decision making.  This ground breaking thrive programme was covered in a three page article in Wisden’s magazine August edition.  The Cricketer magazine also recognised the amazing cricket provision Heathfield has provided and placed the school in the top 50 schools in the country – a feat that is only usually afforded to prep and private school.  Education and Business Awards recognised our amazing cricketing initiative and we were awarded Sports School of the Year 2021.  We run many after school cricket clubs catering for all abilities and ages. Middlesex CCC have delivered Chance to Shine sessions, during curriculum time, for our children who would otherwise never have the opportunity to play the game. The school are proud to boast 8 teams of boys and girls and James Watson organised the Borough cricket tournaments for years 5 and 6 in July.  The quality, range and number of OSHL clubs was recognised by the Youth Sport Trust and James was asked to present at a national inset for PE coordinators giving guidance as to how schools across the country could follow Heathfield’s model. Since then, James has been asked to be a YST PE Catalyst – an example of a leading PE coordinator. This is in addition to being a UK Active and Nike Activity influencer. Whilst local schools in Richmond are shutting for a half day on Friday, Heathfield’s playgrounds and field are full of pupils thoroughly enjoying their PE sessions. David Colenso likes nothing more on a Friday afternoon than coaching cricket to his Year 4 squad.  Cricket has given our pupils a sense of pride and worth as the they have a sense of achievement when they better their personal bests. Every child can find an activity that they like and participate in. James delivers specific extra cricket sessions for targeted children to help with social interaction and increase self esteem, self confidence, resilience and confidence.  Monty Panesar (ex England and Northants) attended a special assembly at school along with Middlesex CCC, Chance to Shine to celebrate the great strides we are making.  Scott Newman (ex Surrey, Middlesex and Kent) has been in to deliver 5 sessions to the 60 children who play in the Heathfield squads. Scott commented that he had never seen such enthusiasm for cricket at a state school.  During the summer holidays, over 80 children attended Heathfield’s All Stars and Dynamos sessions courtesy of Middlesex. Heathfield have tried for many years to encourage children to attend summer camps and summer activities – to no avail. So to have these incredible numbers is truly incredible.  Whilst many have found lockdown a really tough time, Heathfield has managed to assess where they were and completely overhaul their PE and provide such an engaging physical activity programme aimed at all children, irrespective of their gender or ability engendering a love of sport. This has had a huge impact on the whole school development. Truly remarkable.  On Wednesday 8th September, Chance to Shine attended Heathfield, along with YST to see first hand and speak to pupils, parents and staff on the dramatic effect cricket has had on the pupils’ health, wellbeing and opportunity. <https://vimeo.com/manage/videos/637621084>  Watson also arranged for 14 pupils to sing the National Anthem at T20 World Cup  and provided advice for other schools in how to implement a successful cricket programme in a webinar for Chance to Shine <https://www.youtube.com/watch?v=gHOCCaT26pA>  At Easter Monte Lynch (ex Surrey and England) and Watson are starting a cricket academy for local children who are from disadvantaged backgrounds with a view to providing a talent cricket pathway – something that has only ever been afforded to private school children.  Cricket is truly thriving at Heathfield and is having a huge impact on the whole school development. It is certainly here to stay.  Other sporting successes this academic year:  First state school to win Hampton School Year 5 5 a-side football tournament  First time ever winning Borough Sportshall Athletics and competing at LYG  As this goes to print currently top of the tag rugby league table  Boys football team have remained unbeaten all year and top of their league  Visits from Celia Quansah (GB 7s Olympian) and Marcus Gayle (Brentford FC) |
| **Section 4: Sustainability and Top Tips** | | |
| Top Tips | | What top tips would you give to other schools who may be considering reviewing their PE curriculum design and implementation?  Consider the impact PE has to date. Is PE a key focus? What is data showing you? Consider a model where all staff feel confident and competent. Be clear on what the need is. Talk to teachers, children, parents, SLT, sports council to establish what is right for you. |

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| **Permissions and Supporting Information** | |
| Approved quotes | Consent to use quotes included in the case study? Yes  Consent to use photos included in the case study? Yes |
| Consent to share | Consent to share case study? Yes  Consent to share case study given by:   * Name: James Watson * Role: PE Lead * Organisation: Heathfield Junior School |
| Date of case study | Include date that the case study was compiled.  18th February 2022 |