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| **Section 1: School context** |
| School Name | Fulbrook Middle School |
| Location | Fulbrook Middle School, Weathercock Lane, Woburn Sands, MK178NP |
| School vision and values | Aim High, Work Hard, Be Kind, No ExcusesOur curriculum is designed for our school, our context and our children.​We recognise the value of a high quality education and its role in maximising the opportunities life has to offer.​It is our intention, therefore, to provide:1. an education in which our school values, in conjunction with fundamental British values, underpin all aspects of school life:
2. a learning environment where the individuality of each person is recognised, enabling everyone to thrive and experience personal success through a curriculum, which develops academic, emotional, spiritual, moral, social and cultural growth;
3. a curriculum which is enriching, challenging, inclusive and raises aspirations, ensuring that we do all we can to put in place measures to minimise gaps created by disadvantage.
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| Staff member name and title  | Sam Thorpe – Head of Physical Education |
| Submission date of Quality Mark | 28/2/2022 |
| **Section 2: Intent** |
| Rationale | Why did you decide to complete Quality Mark?The Youth Sport Trust quality mark was an area that I immediately wanted to apply for as soon as I was appointed the Subject lead at Fulbrook. I believe that the online self-review tool allowed us as a school to reflect on our PE provision and look at areas that we would like to improve as a department. The Youth Sport Trust allows schools to gain a recognised award through their hard work which is being delivered at the educative setting. |
| Vision | What is your vision for PE?How has this been informed and shaped?How have you effectively embedded this?At Fulbrook School we aim to deliver high-quality teaching and learning opportunities that inspire all students to succeed and adopt a love for sport and physical activity. We strive to stimulate our pupils through engaging and exciting Physical Education lessons that are accessible, enjoyable and challenging. We believe that pupils should have the opportunity within Physical Education to develop themselves physically, socially and emotionally. We want to teach pupils how to cooperate and collaborate with others, as part of a team, understanding fairness, resilience and equity of play to embed life-long values. Fulbrook instils respect, tolerance and veneration of others and themselves through a diverse and comprehensive Physical Education curriculum. The Fulbrook Physical Education department offer sensational extra-curricular opportunities during lunch times and after schools, which are open to all year groups. These give students the chance to develop their skills and techniques further and, if the students want to, they can represent the school at local fixtures and competitions that target pupils of all ages and abilities. Fixtures incorporate play, learn, develop and compete events that offer differ experiences and pathways post fixtures. |
| **Section 3: Implementation**  |
| Curriculum  | Have you used the YST Curriculum Blueprint to create your own curriculum and if so how? If not how have you designed your curriculum to meet the needs of all your pupils?Explain what goes into your curriculum at what point and whyHow many hours of PE do pupils get per week?The Fulbrook Physical Education department pride themselves on delivering high quality lessons weekly. Our curriculum programme incorporates a diverse selection of sporting activities that is inclusive yet stimulating for all pupils. With review to the Youth Sports Trust support, we believe that we have the balance between physical competence, physical activity and healthy lifestyle behaviours whilst delivering social, emotional and metacognitive opportunities to promote the growth of students. With well-structured lessons, students can engage and thrive within the subjects learning environment. Our PE curriculum is dynamic and transitional as the pupils move up through the school. In all lessons we embed fundamental skills, knowledge and principles across an extensive range of activities. We recognise that PE lessons should be enjoyable so that our pupils can foster a lifelong passion for physical activity and sport. We encourage confidence and appreciation of their own ability and progression within PE. Teachers are experienced within a multitude of areas within the curriculum and are always endeavouring to learn new practices to augment their subject knowledge. ALL pupils at Fulbrook have 5 hours per fortnight dedicated to Physical Education and currently we deliver ‘PE Ready’ lessons, meaning pupils have their kit on which allows us the full five hours of PE.I have attached a KS2 and KS3 road map which sets out the activities pupils experience at Fulbrook. Both key stages have access to a 12 sport curriculum that comprises of a multitude of activities. Areas that do not appear on the curriculum, such as Dance and Swimming are offered through alternate means. Dance club has been running every week since September and swimming data has been collected from Year 6 so that as a school we can offer support to those who need it. Fulbrook also attends the local partnerships swim galas. |
| Teaching and learning  | What does high quality PE look like in your school? How do you evaluate teaching and learning in PE? What support do you put in place for your staff?Pupils should feel supported by their subject teachers and should have a nurturing environment that provides the best opportunities to succeed, pupils should be enjoying their lessons whilst gaining and maintaining fundamental skills as well as building on their social and cognitive expertise. Lessons are inclusive. Specific medium term plans encompass the curriculum and guides the subject teachers to their lessons. The lesson content also derives from medium term plans, schemes of work and teaching experience. Regular check ins with staff members also allow me to understand what their lessons consist of. In addition to this, learning walks give the subject lead a good feel for what learning looks like in other teachers’ lessons.The Fulbrook PE department was subject to an internal ‘Deep Dive’ after Christmas which provided an opportunity for us to show the senior leadership team what Physical Education looks like from an internal and external perspective. The deep dive consisted of a student panel, presentation to SLT, multiple lesson observations and a meeting with the governors. This was an excellent chance to gain feedback in areas of strength and areas of development and work on those as a department. As a subject lead it is important that I am supportive to my team, the ways I do that include; regular meetings/check ins, opportunities to book onto CPD sessions, ability to talk to me anytime in a work day and to aid with reflection in my department. |
| Assessment | How do you assess progress in PE?Our school uses an AWOL structure that assesses pupils and gives them a stage, the stages are; Embarking, Emerging, Expected, Embedded and Exceeding. We translate these stages to a point system which allows us to collate and reflect upon our data easily. How we assess the pupils has changed since I have been taken over the role. Previously teachers would assess pupils based on their impact during PE and more specifically games. However, I believe that the process should be more comprehensive and holistic, therefore we now assess pupils across a variety of areas so that we get an output grade for every sport. We use the pillars of coaching, health & fitness, application & skills, mastery and performance to now assess all pupils at Fulbrook. This is a work in progress but I can already see the benefits of using this. To get expected level at KS3 I have included the requirements for each pillar below:**Coaching –** - I can identify strengths and weaknesses in a performance. - I have good ideas for improving performance and suggest means of improvement to others. - I can set managed targets for myself and others.**Health & Fitness –**- I understand how to calculate MHR and its applications in fitness training.* I can identify Components of Health and Fitness.
* I can lead an effective warm up.
* I have a competent level of fitness.

**Application & Skills –**- I can select and combine skills specific to the activity.* I can demonstrate skills in competitive situations.

**Mastery –**- I fully understand key terms.- I fully understand knowledge points.- I can summarise the learning from all lessons.**Performance –**- I consistently demonstrate control in practise situations.* I can coordinate various body parts at the same time.
* I can capitalise of some of my opponents mistakes.
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| Anything additional you would like to add | What elements of YST support have enhanced the implementation of your PE curriculum?The Youth Sports Trust has been an excellent port of call for myself taking over as a Head of Department. It has provided me with an opportunity to review news, relevant resources and programmes that are all within the realm of the site. Becoming a member and be able to talk about my department has been a fantastic experience. |
| **Section 4: Impact**  |
| BenefitsInclude 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

Our Physical Educational curriculum aims are to improve the mental and physical wellbeing of all pupils at Fulbrook School, not only through the sporting skills taught, but also through the underpinning values and disciplines PE promotes. Pupils are educated on self-discipline and are taught that to be successful within sport and physical activities, you need to take ownership and responsibility of your own health and fitness. Our goal is to encourage students to use these foundational skills in a self-directed and successful manner in order to live happy and healthy lives.When pupils returned after Christmas I collected extra-curricular data that comprised of simple hands up questioning. Although the data is not in depth, it allowed me to understand basic numbers at Fulbrook. Below the data shows that the whole school average of pupils attending at least one club is 69% with fixture attendance at 21%.*Club Attendance Fixture AttendanceYr 5 – 70% 10%Yr 6 – 60 % 31%Yr 7 – 75 % 14%Yr 8 - 71% 30%****WS Average – 69% 21%***Going forward the school has upgraded their school system from Integris to Arbor, this will allow me to collate and improve this data collection process. I will then collect and retrieve data later down the line to see if the numbers improve. We provide an abundance of opportunities for pupils to be involved with clubs and also with fixtures. Fixtures are run by the Leighton-linslade partnership and comprise of a multitude of sports with a variety of levels so that they are inclusive.  |
| **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? Be honest and be open with your department. It is important that you have individual goals, yet more importantly have shared goals for the department. Definitely have the opportunity to review the schools policies and other schools policies. Take time to research and look into other schools PE departments as well as your own. Reflect on all you do and consider ways to make it better. |

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| **Permissions and Supporting Information** |
| Approved quotes  | Consent to use quotes included in the case study? Yes / NoConsent to use photos included in the case study? Yes/No (please send evidence of consent) |
| Consent to share | Consent to share case study? Yes / NoConsent to share case study given by:* Name: Sam Thorpe
* Role: PE Subject Lead
* Organisation: Fulbrook Middle School
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| Date of case study | Include date that the case study was compiled.28/2/2022 |