# School Case Study Template

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| **Section 1: School context** | | |
| School Name | | Manor Fields Primary School |
| Location | | Bishop’s Stortford, Hertfordshire |
| School context e.g. urban/rural, pupils on roll, pupil premium, EAL, free school meals | |  |
| School vision and values | | Excellence for All |
| Staff member name and title | | Helen Sears Y6 Teacher PE Subject Leader (Primary PE Subject Specialist) |
| **Section 2: Intent** | | |
| YST resource/  training/programme focus | | Primary PE Subject Leadership (Level 5 and Level 6) training  Complete PE Planning and Assessment programme |
| Rationale | | Why did you purchase the above?  In line with Sports Premium guidelines, our aim was to:  make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:  Develop or add to the PESPA activities that your school already offer  Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years  Focus on KI3 of the PE premium  What was the challenge you were seeking to address? (include baseline data/information if you have it)  Staff Confidence in January 2019 showed that 0% of teachers assessed themselves as having a ‘very good’ confidence level in teaching all areas of PE. Only 50% of teachers assessed their knowledge of PE and skill in teaching all areas of PE as being Good or Fair. 12% of teachers assessed their knowledge, confidence and skill in teaching all areas of PE as being Poor. We predict that by July 2019, 100% of staff will feel more confident in teaching all areas of the curriculum, with 0% assessing their knowledge, skills and confidence as Poor  Lesson drop-ins by the PE suggest that only 40% of lessons were good or better. By July 2019 we predicted that all teachers will have been trained and that 75% of all lessons being delivered will be good or better.  Update July 2019: All teachers have been given basic INSET training in the use of the Complete PE package which is now being used to improve teaching, learning and progression across KS1 and KS2.  The improvement of teaching  *July2019 data showed that, 100% of staff felt more confident in teaching all areas of the curriculum, with 0% assessing their knowledge, skills and confidence as Poor. This has been mainly due to the introduction of the Complete PE package at Easter 2019*  *Overall 66% of staff feel confident at teaching all areas of Physical Education.*  *By July 2020, we predict that 100% of staff will feel confident at teaching all areas of PE.*  *July 2019 data showed that 40% of lessons were good or better. In November 2019, 50% of lessons were good or better.*  How did this connect to whole school priorities?  Improving teaching and learning in PE was part of the school’s Action Plan |
| Aim | | What was your aim for the resource/training/programme?  To offer a sustained programme of PE teaching throughout the school with clear progression in the teaching of PE skills (cognitive, physical and social aka Head, Hands, Heart). To ensure staff were also able to assess children’s learning appropriately.  If you are a primary school, which KI of the PE premium action plan were you looking to impact on?  Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport. |
| **Section 3: Implementation** | | |
| Training model | How did you upskill your staff?  Whole school CPD to introduce the Complete PE programme and to model assessment techniques  Second whole school CPD to explain the use of the assessment tool  Three CPD sessions to upskill staff in the teaching of gymnastics (teachers released to observe)  2020-2021: PE Leader is now running a training programme throughout this academic year in which she has been released for a half day a week in order to implement 1:1 training with individual teachers/year groups, focusing on teacher training in the delivery of high quality PE lessons: modelling, team teaching and teacher observation. | |
| Curriculum | How did the resource/training impact on your curriculum mapping and planning processes?  It enabled a clear map of progressive lessons from EYFS to Year 6  What value do you think it added?  Teacher confidence was increased (see earlier data)  and children’s enjoyment is apparent! Evidence below: | |
|  | *As a result of Complete PE planning package, staff CPD (including 1-1 bespoke support with subject leader), courses and updating of equipment we expect to see significant impact:*  *Staff Confidence in*  *July2019 data showed that, 100% of staff felt more confident in teaching all areas of the curriculum, with 0% assessing their knowledge, skills and confidence as Poor. This has been mainly due to the introduction of the Complete PE package at Easter 2019*  *Overall 66% of staff feel confident at teaching all areas of Physical Education.*  *By July 2020, we predict that 100% of staff will feel confident at teaching all areas of PE.*  *July 2019 data showed that 40% of lessons were good or better. In November 2019, 50% of lessons were good or better. By July 2020, we predict that all teachers will have been trained and that 100% of all lessons being delivered will be good or better.*  *Pupil voice data in July 2019 showed that 95% of pupils felt that PE is ‘always fun’.*  *It was also found that 90% of children have noticed that the delivery of their PE lessons had changed following the introduction of Complete PE which includes different activities with more challenge or support for those that need it, plus a better understanding of whether they have achieved the LO through use of coloured bibs: “excellent learners”*  *By July 2020, we are looking to maintain this high level of pupil engagement and enjoyment of physical education.*  *Pupil attainment data in July 2019, following the improvement in the quality of teaching, learning and assessment in PE, pupil attainment data has increased to 92.5% ARE with 28% achieving beyond ARE.*  *By July 2020, with consistently high-quality physical education, we predict that between 90 and 95% of all pupils will achieve ARE (delayed data collection due to Covid lockdown).* | |
| Teaching and learning | What changes have been made to teaching and learning as a result?  *July 2019 data showed that 40% of lessons were good or better. In November 2019, 50% of lessons were good or better.*  Target for July 2021: 70% of lessons good or better | |
| Assessment | How has it impacted on your assessment approaches?  Complete PE assessment makes it easier for teachers to assess children’s learning. This is very much a ‘work in progress’ though as some teachers still need training in what ‘achieving the learning objective looks like’ and how to identify and move on more able learners. | |
| Anything additional you would like to add |  | |
| **Section 4: Impact** | | |
| Reach | | How many staff have benefitted from the resource/training? 20  How may pupils have benefitted from the resource/training? 450! |
| Benefits  Include qualitative and quantitative examples and quotes | | How have your pupils benefited? (e.g. physical activity levels, fitness, physical competence, personal development, life skills, concentration, mental health)  How have your teachers benefitted? (E.g. competence, confidence, motivation)  Were there any wider whole school benefits? E.g. progress, behaviour, attendance, attainment, wellbeing)  Did anyone else benefit (e.g. staff, parents, governors)? If yes, how? |
| **Section 4: Sustainability and Top Tips** | | |
| Sustainability | | How will you sustain the impact of the resource/training to date?  PE Leader is now (almost) Level 6 trained as a PE specialist and is set up to train new staff members to ensure that teaching and learning remains sustainable at Manor Fields. |
| Top Tips | | What top tips would you give to other schools who may be considering this resource/training?  Do it! |

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| **Permissions and Supporting Information** | |
| Approved quotes | Consent to use quotes included in the case study? Yes / No |
| Consent to share | Consent to share case study? Yes / No  Consent to share case study given by:   * Name: Helen Sears * Role: Y6 Teacher and PE Leader * Organisation: Manor Fields Primary (part of the Herts & Essex Multi-Academy Trust) https://www.manorfields.herts.sch.uk/ |
| YST Strategy | List YST strategic objectives that the case study aligns to:   * Transforming PE * Removing barriers to sport * Unlocking potential * Empowering activism |
| Date of case study | Include date that the case study was compiled.  October 2020 |
| YST contact | Include name of YST member of staff who led on the production of the case study. |