

# PE at Beckley CE Primary School – An Evaluation and Recommendations

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## Introduction

This report aims to evaluate current provision of PE at Beckley School and then provide recommendations for improvements.

The evaluation component of the report is based on evidence gathered from lesson observations, pupil and teacher feedback via a survey and discussions with the Head Teacher, PE Coordinator and PE Consultant.

The recommendation component of the report draws on the evaluation component, together with further discussions with the Head Teacher, PE Coordinator and PE Consultant, and with reference to the Ofsted publication, *Beyond 2012 – Outstanding Physical Education for All*.

Features of the recommendations are then developed in subsequent sections.

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# Evaluation of Current Provision

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Provision of PE at Beckley School is Good because:

- Children as young as Reception and Year 1 were asked to evaluate their performance and suggest improvements.
- Teachers provide clear planning for progression.
- Teachers adapt planning based on assessment during the lesson.
- Children in Key Stage 1 are developing core skills of balance, agility and coordination through fun games.
- Children in Key Stage 1 apply core skills in sports, such as using accurate skipping skills in dance.
- Children have the opportunity to compete at all levels.
- Children in Key Stage 2 continue to develop core skills and apply them in sport.
- All children in Years 4, 5 and 6 take part in intra-school competitive sport.
- Beckley School makes good use of competitions available through the PE partnership, enabling the most able children to take part in inter-school competitive sports.
- Beckley School performs well in inter-school sports, often winning or placing in partnership level competitions and progressing to regional level competition.
- All children can swim 25m by the end of Key Stage 2.
- Children have the opportunities to participate in after school sports clubs.
- There is a good balance of games, gymnastics, swimming, dance and athletic activities.
- Children are challenged to improve their fitness as well as their skills.
- Professional development is provided to teachers through ongoing work with a PE Consultant.

# Recommendations for Improvement

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In order to improve the provision of PE at Beckley School the PE coordinator must

‘...articulate a clear vision for making PE good or outstanding and ensure that improvement plans are fully understood and supported by all staff’ (Ofsted: *Beyond 2012 – Outstanding Physical Education for All*)

This document aims to set out that vision. It will be communicated with staff through a staff meeting and will be available for future reference as the vision is implemented.

## **The Vision of PE at Beckley School**

The provision of PE at Beckley School will improve by focussing on ‘core skills’ and competition. We also want all children to enjoy sport, whatever their ability.

### Core Skills

In order for children to be successful at sport, they need to develop good ‘core skills’. ‘Core skills’ refers to generic, transferrable sports skills such as balance, strength, coordination and motor control skills. It also includes throwing and catching, where the ball is considered to be an extension of the body. If children develop strong core skills, this will improve their chances of performing well in sport, whichever discipline is chosen. Core skills provide the bedrock for successful progression.

At Beckley, we aim to develop all children’s core skills to the highest standards. In the 2013-14 academic year work has begun on teaching core skills. Results from the PE Survey indicate that the vast majority of children enjoy core skills work and believe it has helped them to progress in sport.

In the future, core skills will be an embedded feature of PE at Beckley School from Reception to Year 6. More information on core skills can be found in Appendix 1.

### Competition

Children will experience competition in a range of forms.

Children will have opportunities to compete with themselves, for example, by recording a speed bounce score, evaluating their performance, working on improvements, and then trying to beat their score.

Children will have opportunities to compete with others. This will happen on an intra- and inter- school basis.

At intra-school level, all children will participate in competitive sport in Years 4, 5 and 6. Examples of this include the intra-school netball tournament or the intra-school Quad-Kids athletics tournament.

At inter-school level, the highest performing children from the intra-school competitions will be selected to take part in inter-school competitions. This will help stretch the most able children, and when they return to school their experiences will benefit all children.

This twin-focus of core skills and competition lies at the heart of the vision for PE at Beckley School.

### Enjoyment and inclusion

We believe all children can enjoy sport and want to foster a life-long passion for sport and fitness. This ethos will come through in our PE lessons.

# PE Planning

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The PE coordinator should 'provide schemes of work for all areas of activity that include clear guidance for colleagues on the step-by-step stages of teaching specific skills.' (Ofsted: *Beyond 2012 – Outstanding Physical Education for All*)

All teachers have been provided with copies of the 'Leapfrog' scheme of work. This provides detailed step-by-step planning for teaching specific skills and covers games, gymnastics, dance and athletics activities.

However, this scheme is intended as a 'baseline' only. Teachers are encouraged to use their own knowledge and experience to adapt planning. All teachers have received training from a PE Consultant and can use this knowledge to adapt planning to suit the needs of all learners.

The PE Coordinator does not provide plans for swimming. Swimming is taught at the local pool by a qualified swimming coach. The coach teaches alongside the children's class teacher, utilising the coach's knowledge of the sport and the teacher's knowledge of the children.

## Planning for a Typical Unit of Work

A typical lesson will include the following components:

- A warm up
- Core skills work
- Sports specific skills
- Games
- Cool down
- Opportunities for self or peer evaluation and improvement

However, the balance of the components within each lesson will change over a unit of work. For example, when teaching a unit on tag rugby, towards the beginning of the unit, the balance of the lesson might look like this:

- Warm up - 5 minutes
- Core skills - 20 minutes
- Small group passing skills - 15 minutes
- 3 on 2 attack vs defence game - 15 minutes
- Cool down – 5 minutes

At the end of the unit, year groups might be combined to set up an intra-school tournament and the balance of the lesson will be very different:

- Warm up
- Competitive games
- Cool down

Over a typical unit of work, all components will be included but the lessons will look different depending on the stage of the unit.

### **Planning for a Differentiation**

Teachers can utilise some of the following techniques to ensure all children are making as much progress as possible:

- Use small sided teams. In team games, children will have more opportunities to participate in smaller teams. For example, rather than having 11 vs 11 on the football pitch, divide the children into 4 teams of 5 or 6. Play two more able teams against each other on one pitch and two less able teams against each on another pitch concurrently.
- Use small sided drills. For example, children could play rugby unopposed in teams of 4 or 5. This could then be progressed into attack vs defence games of 3 against 2.
- Use differentiated groups. During dance or gymnastics lessons, group the children by ability when they prepare a routine so they can challenge each other.
- Use mixed ability groups. On other occasions, mixed ability groups may bring about the best learning.
- Ensure all children are involved. It's better to have concurrent games rather than have children sitting waiting. If space dictates that it is not possible to have all children physically active (perhaps it's a rainy day with 22 Year 6 children in the hall) then the children should still be involved, perhaps evaluating the performance of their peers and suggesting improvements.

# Competition

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Competition is a key part of PE. At Beckley School, children have the opportunity to compete at all levels. They are taught good sporting behaviour and learn to be good winners and losers and to learn from their experiences. Competition takes many forms.

## Competition in Reception and Key Stage 1

Children in Reception and Key Stage 1 get to compete within their lessons. Examples include:

- Competing in a warm up game, e.g. the class is in two teams, cups vs saucers. Who can turn over the most cups or saucers?
- Competing as small teams. Children in Year 1 complete an agility task in threes to determine a winner.
- Competing individually. Children in all classes in reception and Key Stage 1 have competed in the long jump.
- Children also get to compete in Sports Day.

## Competition in Key Stage 2

As in Key Stage 1, children in Key Stage 2 compete in their lessons. In Year 4, 5 and 6 further elements are added to competition.

- Children compete against themselves. They work on skills, such as the standing long jump or the 50m sprint, evaluate their work, improve their skills and improve their score.
- All children in Years 4, 5 and 6 compete in intra-school competitions, such as intra-school tag rugby or intra-school athletics. Children normally compete in their houses and results are combined to give an overall winning house. Other awards are given such as 'Goal of the Tournament' or 'Player of the Tournament.'
- There are more opportunities for inter-school competition in Key Stage 2, with some arising in Year 3 and Year 4, but most for Year 5 and Year 6. Here the most able children compete at the highest level.

## Competition Calendar for Key Stage 2

Beckley is an active participant in inter-school competition. In order to get the most out of these competitions, the school should link PE planning to inter-school competitions.

For example, in the Spring term there are two or three tag rugby competitions. Before the competitions start, teachers in Key Stage 2 should teach tag rugby. This gives the children an opportunity to develop their skills in this subject. Towards the end of the unit, all children will get to take part in an intra-school competition and learn more from this experience.

Then the most able children will be selected to take part in the first inter-school competition. After returning to school from the inter-school competition, there is further opportunity for development. The children will be able to share their experiences from the competition and it also provides assessment opportunities for the teacher. The teacher can plan further development in this sport before competing in the next tournament.

Further information on the calendar of inter-school events which provides a framework for planning in Key Stage 2 can be found in appendix 3.

Success is seen in a 'whole school' context. Children who are successful in regional competitions (such as Beckley School producing the fastest sprinter in South Oxfordshire) owe a large degree of their success to core skills developed in the early years

Note: not all disciplines have a related competition. For example, there is currently no gymnastics competition available. Teachers may decide to allocate one of their weekly PE hours towards preparing for the next tournament, and the other may be on gymnastics.

# Appendix 1 – Examples of Core Skills Work

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Core skills work should develop good balance, strength, motor control and coordination. It also includes throwing and catching.

Some of the core skills work can be adapted into competitive games.

## Work with no equipment

- Skip forwards from one line to the next. Repeat, skipping backwards.
- Whilst skipping, lift your knees high and clap your hands under your leg.
- Skip sideways whilst swinging your arms in time, one way then the other.
- Skip sideways whilst crossing your feet over, forwards and backwards.
- Skip, touching tips of fingers to opposite ankle in front of your body. Repeat backwards.
- As above, but touch fingers to opposite ankle behind your body.
- As above, but alternate in front and behind body.
- Skip, touching elbow to opposite knee. Repeat backwards.
- Cross from one line to the next using accurate lunges.
- On one foot, hop down a line. If your foot lands off the line or other foot touches down, one point to your team. Team with lowest score wins. Repeat on other foot.

## Ladder Work

- Split the children into two teams. Each member must tip-toe through the ladder without touching it. Each touch of the ladder earns a point. Slowest team add two points. Team with the lowest score wins.
- As above, but jump with one foot in the ladder, one foot out, alternating feet.
- As above, but hop two feet in, two feet out.
- As above, but 'hopscotch' – both feet out, one foot in, both feet out...

## With a ball

- Throw a tennis ball to your partner 10 times without dropping.
- As above, but bounce the ball to your partner.
- As above, but catch with one hand.
- As above, but catch with opposite hand.
- As above, but ball must bounce in a hoop before reaching your partner.

For more examples of core skills see PE Coordinator.

# Appendix 2 – Calendar of Inter School Competitions

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<p><u>September</u></p> <p>Year 3 and 4 Football at Magdalene College School.</p> <p>Year 5 and 6 Football at Magdalene College School.</p>	<p><u>October</u></p> <p>Year 5 and 6 Football tournament at Dr South's School</p>	<p><u>November</u></p>
<p><u>December</u></p>	<p><u>January</u></p> <p>Year 5 and 6 Football, Oxford United Kids Cup at Abingdon Preparatory School</p> <p>Year 5 and 6 Sports Hall Athletics (Partnership) Wheatley Park School</p>	<p><u>February</u></p> <p>Year 5 and 6 Sports Hall Athletics (Regional) Larkmead School</p>
<p><u>March</u></p> <p>Year 5 and 6 Tag Rugby at Grove Rugby Club</p>	<p><u>April</u></p> <p>Year 5 and 6 Tag Rugby Tournament at Wallingford Rugby Club</p>	<p><u>May</u></p> <p>Chairman's Cup Year 5 and 6 Tag Rugby at Horspath Athletics Stadium</p>
<p><u>June</u></p> <p>Year 5 and 6 Quad Kids Athletics – St. Birinus, Didcot</p> <p>Year 4, 5 and 6 Swimming Gala, Oxford University</p> <p>Year 5 and 6 Mini-Olympics at Wheatley Park School</p>	<p><u>July</u></p> <p>Year 4, 5 and 6 Area Sports Athletics Tournaments at Horspath Athletics Stadium</p>	

Note: Dates are approximate, with the exact date changing slightly each year. More tournaments to be added throughout the year.