

### Intent

Our PE and sport provision (both within the curriculum and through extra-curricular enrichment) plays a key role in our school vision of inspiring *life in all its fullness* for all, through its contribution to our provision of the widest possible breadth of curriculum and to the development of physical well-being for all.

The intent of our PE curriculum is to promote the importance of healthy, active lives for all pupils and to give all pupils the opportunity to participate, develop skills and excel in a range of physical activities. Our PE curriculum is planned and taught in a progressive way in order to build all children's skills cumulatively, in line with the aims as set out in the EYFS document and National Curriculum, allowing all children to build confidence and to challenge themselves. It also provides opportunities for children with particular talent in this area to excel, demonstrate, support peers and to compete against children in other schools. Our wide-ranging provision in this area is also intended to allow children to discover new talents. There is a long-established commitment to high-quality, specialist teaching in PE and to high expectations of participation and achievement for all pupils.

Our PE curriculum, including related enrichment activities, is also designed to develop in all children a wider range of important life skills including collaborative team work, good sportsmanship, effective communication, self- and peer-evaluation and pride in aiming high and beating personal bests, all of which support children's character development.



### Implementation

- Class PE lessons in school are taught by a skilled, specialist PE teacher. Additional PE/sport sessions on the Heath and enrichment activities/competitions are supported by specialist TA as well.
- Adaptations are made to resources or support where needed to ensure children with individual needs participate fully.
- Local facilities are used to support PE provision: Hampstead Heath, Royal Free Sports Hall, Swiss Cottage swimming baths. Outdoor and adventurous activities provision for Y6 at PGL centre for school journey. Range of PE resources in school.
- Ongoing assessment of each child are made by the PE teacher, with end of year assessments against key statements reported to parents in annual reports.
- CPD includes funding of external training for PE teacher and sharing good practice with teachers and TAs who attend Heath/sports hall sessions. The PE leader and/or teacher also liaises with other Camden PE subject leaders in the local subject network to learn new practice to share with colleagues.
- Wide range of physical activity after school clubs are run for all ages (e.g. summer term 2023: KS1 sports, KS2 sports, KS2 rounders); some run by school staff, others by outside agencies and some providing training for specific competitions. Disadvantaged/SEN pupils are targeted for participation in these opportunities.
- Wide range of competitions and tournaments entered (17 competitions entered for KS2 in 22/23), some competitive and some inclusive, all organised by Camden School Sports Association (school pays annual subscription). Children's pride in entering these competitions and their feeling of achievement in participating and doing well is evident. Some children are then selected to participate at borough level.
- School Games Gold Award achieved for 22/23 (recognition of high level of provision and participation).
- Weekly 'activity play' sessions for each class at lunch time also develop children's technical skills, participation and confidence. 'Wake and Shake' dance for the whole school community each week adds to promotion of physical activity, as does PSHE and Science teaching and learning.
- Additional PE/sport premium funding is targeted at additional hours of specialist teaching, use of local amenities and participation in competition.



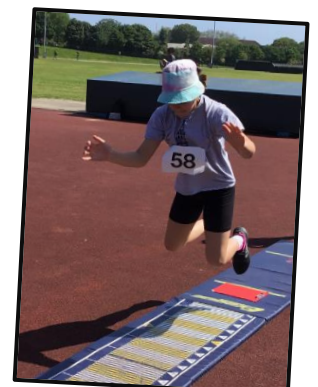
## Impact

- All children understand the importance of being physically active and healthy (all children participate in PE and NCMP data shows obesity levels are low compared to local and national figures).
- All children develop their PE skills in a range of activities, becoming more proficient from their varying starting points. Some children are selected at borough level demonstrating high level skill.
- Children take pride in representing the school and can compete well, showing respect for opponents and good sportsmanship.



## Whole school standards (three-year trend)

- **All** children reached expected standard, with 29.4% (Y1-6) exceeding expected standard.
- 48 children were assessed as working at greater depth and this group included both SEN (2) and disadvantaged (3) pupils. This was a noticeable increase from 33 children last year.
- More boys continue to achieve greater depth, as in previous years. Although the gap is not huge, this is something to think about this year.
- One child with SEN who did not reach the expected standard in previous years did so this year.
- An even percentage of advantaged and disadvantaged children reached greater depth.



## Approach to assessment in PE

### **Ongoing assessment:**

The specialist PE teacher provides wide-ranging, engaging and accessible PE lessons for all pupils. Ongoing, on-the-spot assessments within the lesson or a sequence of lessons may identify children who would benefit from additional or different adult support, groupings, time or resources in order to achieve the key learning or outcome in the lesson. These adaptations are made flexibly and as soon as possible in the lesson/sequence of lessons. The teacher's ongoing assessments in PE are made through observations, questioning and discussion with children, as well as using information from other adults in the classroom, including the specialist PE TA. The use of our PE portfolios also supports ongoing assessment as these provide an opportunity for the PE teacher to revisit any areas or key skills he feels are needed. Ongoing assessments are made of children's learning across all strands, including principles of play and the wider skills of leadership, communication and teamwork.



### **Summative assessment:**

Key learning for each year group is identified in our progression documents: all of the identified key statements are focused in the wider skills strand, as these areas underpin and support progress in the other, more specific strands as well. The PE teacher, with support where needed from class teachers and the specialist PE TA, make summative end of year assessments against these key standards for all pupils. These assessments are reported to parents in our end of year reports and used in the whole school standards analysis above, which in turn is used to support improvement planning in PE. Summative assessment also occurs at the end of a unit of work where the PE teacher assesses children against the key skills for that area of learning. These assessments then feed into the overall assessment that takes place at the end of the year.



### Adaptive teaching case studies

Most pupils with SEND or additional individual needs can fully access our maths curriculum without specific adaptations to teaching. These are two case studies where small but specific adaptations have supported pupil progress.

- Pupil on SEN register with Communication and Interaction needs who has always achieved highly academically, but has struggled with wider social skills, teamwork and peer tasks was supported to work on social interactions with their peers in PE lessons. Tailored sessions in PE lessons, for example working in groups to time different activities and work out group averages, paired their enjoyment of maths with a physical activity and meant they were willing to communicate with a peer to work together over the course of a series of lessons. This was highly successful and supported the development of their wider social skills, which was also a transitional target ahead of a move to a new school.
- Pupil on the SEN register with Cognition and Learning needs, who was previously not working at the expected standard for physical education, was supported by PE teacher and an additional adult in PE lessons. Visuals were used in gymnastics lessons to support understanding of different moves and 1-1 support from the PE teacher helped the child to make excellent progress in lessons. Similarly, in outdoor PE lessons, the use of clear visuals on a static whiteboard and clear modelling from the teacher also supported the progress of this child. In addition to this, this child was targeted to attend Camden 'Sport 4 All' competitions as part of PE enrichment.




## Further Response to Ofsted Research Review (See 2022 report for initial response) and Response to 'Levelling the Playing Field: The Physical Education Subject Report.

The Ofsted Research Review (March 2022) reviews a wide range of relevant educational research into both primary and secondary physical education teaching and highlights features which may be present in high quality physical education.

The Ofsted Physical Education Subject Report (September 2023) reviews a wide range of best practice in both primary and secondary physical education teaching and makes recommendations for implementation in schools.

<p><b>Summary points from the Ofsted Research Review and Subject Report:</b> Based on the reports, high quality physical education should take into account the following points:</p>	<p><b>Our response:</b> <i>How is this reflected in physical education at Christ Church?</i></p>
<p><b>Curriculum</b></p>	
<p><b>Key points from the Ofsted Research Review:</b></p> <ul style="list-style-type: none"> <li>• Three key pillars make up physical education: motor competence; rules strategies and tactics; and healthy participation (HAL) Motor competence: fine and gross motor skills is crucial, as you cannot access the other two without this. This is why it is so important in EYFS.</li> <li>• Precise vocabulary is extremely important, as a shared lack of understanding can be a barrier to participation.</li> <li>• Declarative knowledge (factual knowledge concerning movement, rules etc.) and procedural knowledge (the know how to apply it) are distinguished between.</li> <li>• Beyond what is deemed individually necessary, not every sport or physical activity can or should be taught. A focus on fewer sports or physical activities, taught in more depth, can enable more pupils to develop the competency required within the national curriculum.</li> <li>• Content can be sequenced based on how progression of knowledge builds over time, from simple to complex and through different sports and physical activities.</li> <li>• A systematic approach to planning and delivering extra-curricular opportunities should enable pupils to participate beyond their PE lessons, giving them more time to practise, extend and refine their knowledge. It can also celebrate a variety of different activities, some of which might not be included in the school PE curriculum. There should therefore be equal opportunities for all to participate.</li> <li>• Pupils with SEND are not a homogenous group. Providing different activities for pupils with SEND without adequate consultation and understanding of their specific needs can predetermine what each pupil can achieve.</li> </ul>	<p>At Christ Church, our curriculum is designed with the three key pillars in mind and particular emphasis is placed on motor competence in EYFS. In previous years, additional PE sessions with this focus have been timetabled to support cohorts or individual children struggling in this area.</p> <p>Vocabulary is explicitly taught in all lessons and displayed. Children’s knowledge of vocabulary is consistently checked and assessed.</p> <p>Not all sports are taught at Christ Church and rather than focus on specific sports, we focus on skills development so that these skills can be used in a range of sports. Each area of PE is broken down in our skills progression showing how specific skills build from EYFS right through to Year 6.</p> <p>The skills needed for transition from Year 6 to secondary school are also considered.</p> <p>Extra-curricular activities are delivered by the school, but also through the CSSA (Camden Schools Sports Association). These opportunities give ALL children extra time to develop their skills and refine their knowledge.</p> <p>Activity play at lunchtime allows for further refinement of key skills for children in KS2. These sessions focus on using a specific skill in a specific sport and are run by a specialist TA.</p> <p>Children’s participation in these extra-curricular activities is tracked by the subject leader to ensure ALL children in KS2 participate over the course of the year.</p>
<p><b>Recommendations from the Ofsted Subject Report:</b></p>	
<p><i>All schools should make sure that:</i></p> <ul style="list-style-type: none"> <li>• their curriculum matches the breadth and ambition of the national curriculum for all pupils.</li> <li>• they clearly define the important knowledge that all pupils need to be taught so that staff can use this information.</li> <li>• they check that all pupils have the knowledge they need in order to participate in PE.</li> </ul>	<p>Children with SEND follow the same, ambitious curriculum as other children. Adaptive teaching is used, where necessary, to ensure the same level of progress is made by children with SEND as other children. Last year, ALL children with SEND reached the expected standard in PE.</p>
<p><b>Pedagogy</b></p>	
<p><b>Key points from the Ofsted Research Review:</b></p> <ul style="list-style-type: none"> <li>• High-quality teaching in PE enables pupils to remember the intended curriculum in the long term and develop competence.</li> <li>• Learning environments can be more positive and purposeful when all pupils are encouraged to focus on mastery of skills, self-improvement and effort.</li> <li>• High levels of subject expertise also enable teachers to identify and predict pupils’ common misconceptions and to plan instructions, explanations and tasks to reduce the likelihood of new misconceptions developing.</li> <li>• Specifically modelling what success looks like and providing concrete examples of how knowledge is applied in context is an important part of teaching in PE.</li> </ul>	<p>PE lessons are delivered by a specialist, experienced PE teacher who is employed by the school and supported and enhanced by a specialist TA.</p> <p>Modelling forms part of every lesson. Modelling takes different forms and may be the teacher modelling, other children modelling or the use of visuals or videos to show clear modelling.</p> <p>Time is spent learning and refining skills before moving on. The development of our skills</p> <p>Feedback is given verbally and is focused on next steps. Children are aware of these next steps and PE portfolios showcase that children know what their next steps are. They</p>

<ul style="list-style-type: none"> <li>It is important to not move pupils on too quickly and risk overwhelming them.</li> <li>Pupils will benefit from clear and precise feedback that focuses on what they are doing well and how to further develop, and limits any negative comments.</li> </ul>	<p>spend time with the PE teacher each term and discuss and record these.</p> <p>SEND pupils are supported well in PE lessons. Tailored outcomes and support are developed when are where necessary as part of our ongoing adaptive teaching model. All children with SEND make good progress in PE.</p> <p>Lessons are structured so that the learning continually spirals back to check understanding so that any gaps or misconceptions can be identified. Future lesson design is based on assessment of understanding.</p>
<p><b>Recommendations from the Ofsted Subject Report:</b></p> <p><i>All schools should make sure that:</i></p> <ul style="list-style-type: none"> <li>the time spent in PE lessons is spent developing competence</li> <li>support SEND pupils well so that they can access an ambitious curriculum and achieve well.</li> <li>ensure staff regularly check pupils' understanding and respond to any gaps in knowledge and misconceptions they identify.</li> </ul>	
<p><b>Assessment</b></p>	<p><i>*See notes on assessment above</i></p>
<p><b>Key points from the Ofsted Research Review:</b></p> <ul style="list-style-type: none"> <li>Well-designed assessment enables teachers to gather evidence to plan subsequent teaching that helps pupils to know and do more.</li> <li>The specific content and what teachers are expecting pupils to know and show as a result of teaching should dictate the assessment approaches that they choose.</li> <li>As a result of assessment, pupils must know specifically what they are doing well and how they can further develop their competence.</li> <li>It is important that teachers recognise that observations of physical performance are not always indicative of the underlying quality of learning.</li> <li>For pupils to play an effective role in peer- and self-assessment, teachers should share the learning intentions clearly and make sure pupils have an accurate mental model of what success looks like within the specific task or context.</li> </ul>	
<p><b>Recommendations from the Ofsted Subject Report:</b></p> <p><i>All schools should make sure that:</i></p> <ul style="list-style-type: none"> <li>they ensure that what is assessed aligns with the important and precise knowledge pupils need to retain as outlined in the curriculum.</li> <li>they use assessment information to inform subsequent teaching in the short, medium and long term.</li> </ul>	
<p><b>Subject and Whole School Policies</b></p>	
<p><b>Key points from the Ofsted Research Review:</b></p> <ul style="list-style-type: none"> <li>For CPD to improve teachers' effectiveness in PE, it is important that leaders at different levels within the school recognise their role in fostering positive relationships and engagement with professional learning opportunities.</li> <li>School leaders have responsibility for the PE curriculum in place at their school.</li> </ul>	<p>CPD provided for subject leader and PE teacher through the LA. Class teachers' subject knowledge is developed through their participation in PE sessions on the Heath. Dance is taught by class teachers.</p>
<p><b>Recommendations from the Ofsted Subject Report:</b></p> <p><i>All schools should make sure that:</i></p> <ul style="list-style-type: none"> <li>they ensure that departmental monitoring and evaluation focuses on the quality of what pupils know and can do.</li> </ul>	

### Last year's key developments and successes in 2022/23

#### **1. Continue to maintain and improve participation in extra-curricular PE events to ensure enrichment continues develop each child's talents and interests.**

*Intended Outcome: All children to have experience of taking part in inter school PE competitions by the end of KS2.*

**2022/23 target achieved:** All children in KS2 were offered the opportunity to attend an extra-curricular event. Most children in KS2 attended more than one event over the course of the year. A real effort was made to enter as many

Sport4All competitions as well as competitive competitions. In total, over twenty extra-curricular PE events were attended.

**2. To continue to build on the success of the class dance workshops and dance clubs that took place last year.**

*Intended Outcome: All children to have the opportunity to experience high quality dance teaching*

**2022/23 target achieved:** All children took part in at least one dance workshop provided by an external dance teacher over the course of the year. Children were able to share great outcomes after short sessions with other classes and therefore dance appreciation also took place across the school. To be built on in 23/24.

**3. Maintain Gold School Games status and work towards Platinum.**

*Intended Outcome: Achieve Platinum School Games Award.*

**2022/23 target achieved:** Gold School Games status was achieved. If we can achieve Gold again this academic year we will be eligible to apply for Platinum.

**4. Continue to build on pupil voice sessions for PE with specific pupil voice recorded in PE portfolios.**

*Intended Outcome: Children continue to clearly understand next steps.*

**2022/23 target achieved:** PE portfolios are now well established and have been being used successfully across all year groups. Pupil voice was captured brilliantly by the PE teacher through the use of the portfolios, but also by the subject leader in specific pupil voice sessions which took place each term.

**Additional successful development activities which have taken place in 22/23:**

**Cricket workshops**

In the summer term, each class took part in a 45 minute cricket workshop provided by Middlesex cricket. The aim of the free sessions is to engage more children in the sport. All children were exposed to cricket and learnt some key skills relevant for the game.

**Participation in the London Youth Games**

After successfully taking part in the Camden sports hall athletics event, Christ Church was selected to represent Camden at the London Youth Games sports hall athletics competition which took place in Harrow.

**Participation in the London Min Marathon**

Over sixty pupils of all ages participated in the 1 mile or 2.6 mile events at the London Mini Marathon event. This was an excellent family sporting event and gave children a very memorable experience running the end of the marathon course.





**Key targets and actions moving forward (development priorities for 2023/24):**

Target and <i>intended outcome</i>	Planned actions (including dates where applicable)
<p>1. Continue to maintain and improve participation in extra-curricular PE events to ensure enrichment continues develop each child's talents and interests.</p> <p><i>All children to have experience of taking part in inter school PE competitions by the end of KS2.</i></p>	<p>Subject leader to be responsible for entering children into as many CSSA competitions as possible.</p> <p>Subject leader to track individual participation in these events and ensure opportunities for all children (review this at the end of the autumn term and target children for participation in the spring term).</p> <p>Target disadvantaged and SEN pupils for participation wherever possible.</p> <p>Make continued use of the 'Sport 4 All' events to target all children rather than the most able.</p>

<p>2. To continue to provide as many opportunities as possible for dance to take place at school. <i>All children to have opportunities to be taught dance.</i></p>	<p>Subject leader and Head Teacher to organise booking six weekly sessions of dance for classes. These consecutive sessions will allow for a final piece to be worked towards. EYFS and KS1 to continue to learn and perform a dance as part of the Nativity, plus other whole school opportunities for dance performance.</p>
<p>3. Maintain Gold School Games status and work towards Platinum. <i>Achieve Platinum School Games Award.</i></p>	<p>Subject leader to complete inclusive health check in October. Once new criteria for the School Games award are released in November, subject leader to work towards maintaining our gold award and achieving the platinum award.</p>
<p>4. Organise for an inspirational athlete come into school to talk to the children. <i>All children to be inspired and have the opportunity to learn about sport as a career.</i></p>	<p>Subject leader to get in touch with various providers and decide which provider to use. Subject leader to book session and organise for whole school.</p>

Work sampling

**\*the pieces of work shown here show a progression of throwing and catching from Reception to Year 6.**

<p>Year 6</p> <ul style="list-style-type: none"> <li>• throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action</li> </ul>	
<p>Year 5</p> <ul style="list-style-type: none"> <li>• use effective technique for throwing in a range of games and with a range of equipment</li> </ul>	

#### Year 4

- consistently hit a target with a range of implements



#### Year 3

- introduce technique for different throws for different games (chest pass, bounce pass)



#### Year 2

- Perform a range of throwing actions with control and direction



#### Year 1

- Develop catching skills with two hands





## Reception

- Explore rolling, throwing, catching bean bags and balls of different sizes.



## Website Pages - enrichment, including whole school events, competitions and links to other curriculum areas (PSHE, mental health work)

**Coronation Dancing!**  
Commonwealth Countries

To celebrate the coronation of King Charles III, all classes took part in a coronation dance workshop. Each class focused on dancing styles from different Commonwealth countries.

We started by learning about what a coronation is and then we learnt some facts about King Charles III. We learnt that he is a qualified pilot and diver and that he has two dogs called Beth and Bluebell!

Year 4 focused on India and learnt about the Bollywood style of dancing. They learnt a move called the lotus.

Year 6 focused on New Zealand and learnt the haka!

Once we had learnt a bit about King Charles III, we learnt a little about the country we were focusing on. For example, Year 4 learnt that the capital city of India is New Delhi and Year 2 learnt that the capital city of Jamaica is Kingston.

April 2023

A collage of photos showing children in red uniforms performing various dance styles. There are flags of the United Kingdom, India, New Zealand, and Jamaica. The children are in various poses, some with their arms raised, some in traditional dance stances.

**Sports Day 2023** We all had a super time on Hampstead Heath for our sports day! Thank you to all the parents and families who came to support and well done to all the children for their brilliant efforts and for supporting each other so brilliantly in their house teams! Even the rain at the end couldn't dampen our spirits!  
July 2023



- <https://christchurchschool.co.uk/wp-content/uploads/2022/09/Cross-Country-Trials-September-2022.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2022/09/Y4-Dodgeball-tournament-September-2022.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2022/10/Cross-Country-Champions-September-2022.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2022/10/Y3-and-4-Benchball-tournament-October-2022.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2022/10/Try-something-new-Yoga-October-2022.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2022/10/Try-something-new-skipping-October-2022.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2022/11/Y6-School-Journey-October-2022.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2022/11/Football-league-November-2022.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2022/11/Receptions-first-Heath-trips-1.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2022/12/Y3-and-4-Benchball-tournament-November-2022.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2023/01/Dance-workshops-December-2022.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2023/01/Sports-Hall-Athletics-January-2023.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2023/01/Y5-Dodgeball-January-2023.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2023/01/Badminton-and-table-tennis-January-2023.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2023/01/Y3-Dodgeball-January-2023.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2023/02/Football-play-offs-February-2023.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2023/02/London-Youth-Games-athletics-February-2023.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2023/02/Football-league-finals-February-2023.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2023/03/Healthy-living-workshops-February-2023.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2023/03/World-Book-Day-Dancing-March-2023.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2023/03/Y3-and-4-Dodgeball-March-2023.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2023/03/Gymnastics-competition-March-2023.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2023/04/Mini-marathon-April-2023.pdf>
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- <https://christchurchschool.co.uk/wp-content/uploads/2023/05/Coronation-Dancing-April-2023.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2023/05/Y3-and-Y4-football-tournament-May-2023.pdf>
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- <https://christchurchschool.co.uk/wp-content/uploads/2023/05/Y5-and-Y6-Athletics-competition-May-2023.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2023/06/Y3-and-Y4-Athletics-competition-June-2023.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2023/07/Cricket-competition-June-2023.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2023/07/Sports-Day-July-2023.pdf>
- <https://christchurchschool.co.uk/wp-content/uploads/2023/07/Rounders-Champions-July-2023.pdf>

## Pupil voice

Autumn 2022/Spring 2023/Autumn 2023 – children from Y1-6

**Children could talk in detail about their learning in PE, giving specific examples of skills, techniques and vocabulary they were learning, for example:**

In response to increasingly more specific questioning about learning in PE:

**Year 5 pupil:** *We've been practising how to pass while moving rather than passing while standing still.*

**Year 4 pupil:** *We are thinking about bending our knees to shoot so that we can make the ball travel further and in the right direction.*

**Year 3 pupil:** *We learn the 3 Ss: strength, speed and stance.*

**Year 2 pupil:** *There are three ways to throw the ball: chest pass, shoulder pass and bounce pass.*

**Year 1 pupil:** *We are learning how to throw and catch and control balls.*



**Children could describe how current learning built on previous learning, for example:**

**Year 6 pupil:** *We're learning how to develop the skills we already have from Year 5 and even before so that we can throw and catch accurately and hit a target accurately.*

**Year 6 pupil:** *We create our own warm ups and circuits in health and fitness using what we learnt in the years before.*

**Year 5 pupil:** *Last year we did lots of throwing and standing still and this year we are moving and throwing.*

**Year 4 pupil:** *Last year we did simple circuits and this year we are doing more difficult ones.*

**Year 2 pupil:** *Now we know how to catch with two hands we can throw and catch the ball all the time.*



**Children could talk about enrichment in PE, for example:**

**Year 6 pupils:** *I really enjoyed being part of the football league and competing with other schools.*

**Year 5 pupil:** *The cricket workshops were really fun; can we do this again?*

**Year 4 pupil:** *I had fun at the athletics competition. I like it because we all go together to practice first.*

**Year 3 pupil:** *Wake and Shake on a Monday is really good because we all do it together and I love playing dodgeball at Talacre.*

**Year 2 pupil:** *I liked the pantomime dancing we did all about Cinderella.*

**Year 1 pupil:** *My favourite was the skipping and the circus things.*



**Children described a range of ways they are supported to remember their learning, for example:**

**Year 6 pupil:** *We always get asked about the vocabulary; we all say it together and keep going over it.*

*\*When asked for an example of vocabulary, the child said, 'Down sweep in relay races' and explained what this meant.*

**Year 5 pupil:** *We stick to one thing and learn it really well.*

**Year 4:** *The whiteboard outside helps us because there's always stuff on it we need to remember and we go over and over it.*

**What makes our curriculum provision for PE exceptional and beyond the expected?**

- ❖ Exceptional outcomes for children across the school; 100% of children reached the expected standard last year.
- ❖ Level of participation in inter-school competitions for **all children** and the opportunities for further participation in the London Youth Games as well as relationships with providers like Middlesex Cricket.
- ❖ Using the locality and the available resources such as the sports hall consistently.
- ❖ The skilled support and training provided by our specialist PE teacher and TA is beyond the expected.

**Key points for discussion with governors about this report**

- Attainment of children across the school
- Range of enrichment and extra-curricular opportunities (participation in inter-school competitions)
- PE Portfolios