

Ambler Primary School PE and Sport ACTION PLAN 2013/14



Amount of Grant received: £8730

Area of focus 7 key factors to be assessed by Ofsted	Evidence and summary of what's going well	Costs	Actions	Recommendations for further improvement	Priority and importance 1 = Urgent 5 = Not Urgent	Possible cost	Benefits, Impacts and Outcomes	Measurement
A. School vision	The school has established the DREAMS programme, which aims to embed its set of core values. After a very successful launch, DREAMS values are discussed by teachers and pupils		To further drive across the curriculum	<p>School to develop a vision for sport and PE which includes: Purpose of sport; how sport links to DREAMS; what an outstanding curriculum, session look like etc.</p> <p>Soft start from September 2014</p>	1	<p>MoF's time if school/FZ choose to use</p> <p>£2.5k for sports element</p>	<p>The school and FZ has a clear philosophy of sport that sets the building blocks for an Outstanding programme to develop</p> <p>Older children to cross train younger children</p>	<p>More active sport, more hours of sport, more engagement and participation in sport. Wider ranges of sport, better quality of teaching. Easier for school SLT to make decisions.</p> <p>Children's feedback</p>

B. Active Learning Time	The school provides PE lessons to all years through trained sports coaches. It has also recently added dance as well as gym through CPD for all teachers for the second hour of PE for all years.		Review of gym, swimming and dance to ensure continuity of the 2nd hour.	All children get two full hours of PE each week.	1	No financial cost, but impact on timetable	Children have more chance to be active and more time to learn; Ambler school meets the government guidelines on PE time	.Observations show children are active longer .Feedback from children on PE
			The way forward for morning exercise may become apparent after the development of a school vision for sport	The way forward for morning exercise to be developed, and various options to be considered	4	No cost	Morning exercise continues to be beneficial to children in physical activity and preparation for learning	Morning exercise continues to happen each day with some variety and continuity and its purpose fits with the school vision for sport.
			Consider merits of Islington packages	Playground playtime made more inclusive by trial of leadership programme, and new squares painted on concrete, resources for play and storage. Soft start: Breakfast, current affairs, cross-age coaching.	4	Potential cost to develop leadership programme. Playground paints, storage £1000	.More playground activity, especially for children not currently included. .Leadership skills developed in older children; links built between children of different years .Build on soft start cross age coaching and training	Leadership programme investigated. More children are more active and involved in games at lunchtime Children and parent feedback regarding soft start

	<p>The school use London Sports Academy to deliver one hour of PE to each year per week. They are reliable and have good sport subject knowledge and good behaviour management skills.</p>	<p>LSA: £6000 (£3k per term)</p>	<p>Develop possible CPD for LSA coaches connected to Amber's PE and vision</p>	<p>The LSA coaching team could benefit from training to increase the amount of active learning in their sessions, and differentiate activities and learning outcomes based on individual child need and ability and build in Amber's ethos plus peer and self-assessment.</p>	<p>1</p>	<p>Possible cost of FZ run courses from FA Skills team MoF's time for teacher and coach training as part of FZ initiative LSA: £3000 (summer term)</p>	<p>LFA coaches deliver lessons which are more active, contain more teaching to individuals and show recognition of different needs of more able and less able pupils</p>	<p>.Future session observations and evaluations can be compared to those in the audit week .Planning .Evaluations</p>
	<p>Classroom teachers are highly skilled in the delivery of teaching, and they work well as a team with strong leadership from the school's SLT</p>		<p>1. SLT to look into making time available for teachers to work alongside PE coaches periodically to ensure best outcomes for all PE lessons (for example to work alongside LSA coaches) Or 2. Classroom teachers to develop a brief action plan for improving their PE /sport delivery</p>	<p>Classroom teachers work with PE and sport specialists to deliver as a team</p>	<p>2</p>	<p>Cover for non-PE PPA time</p>	<p>PE lessons are delivered through a team-work of classroom teachers who are expert in teaching, and sports coaches with expert subject knowledge</p>	<p>.Future session observations and evaluations can be compared to those in the audit week .Planning .Evaluations</p>

C. Improve quality of PE and sport delivery	<p>After-school sport clubs are growing in popularity, especially the after-school football. Three teachers/TAs are involved in this provision, with two classroom teachers offering their time free of charge</p>	<p>Resources: £357</p>	<p>Possible CPD for teachers and teaching assistants to lead sports (Youth Module intro and Youth Module 1) Or MoF to attend whole school INSET on hpw to enable fullest possible participation. 2. UPL and TA to attend MoF Muswell Hill centre and get feedback from MoF on the delivery of their sessions, and also attend any future FZ sport training</p>	<p>After-school sport club teachers develop the quality and variety of what they deliver, in particular to teach game-based sessions, maximise active learning time, and offer new and exciting activities within clubs</p>	3	<p>.Possible cost of FZ run courses from FA Skills team or other CPD. .MoF's time for teacher and coach training as part of FZ initiative .Visit to Ministry of Football in Muswell Hill is free Resources: £244 CPD: TBC</p>	<p>After-school sport is more active, contains more teaching to individuals and show recognition of different needs of more able and less able pupils</p>	<p>.Future session observations and evaluations can be compared to those in the audit week .Childrens questions</p>
	<p>PE and after-school sessions happen regularly and usually follow a set syllabus. Classes are kept together for their PE lessons.</p>		<p>SLT to consider the benefits of the following ideas: * Class split in two and have PE lessons separately; * Teach PE techniques through video in classroom before session; * PE offered across two year age-bands, so high-ability in years 5&6 do PE together for example</p>	<p>SLT, LFA and classroom teachers to consider new and different ways to teach and deliver PE within the timetable in order to better teach individuals, deal with different learning needs and use indoor space effectively in wet weather</p>	3	<p>No direct cost, but may be implied by changes to timetable to find TA to cover for non-PE PPA time</p>	<p>Children learn better in smaller groups, and/or with other children that are of similar ability and competence</p>	<p>Future session observations and evaluations can be compared to those in the audit week</p>

	The school has the Bronze annual support package from Islington, and has received some effective CPD as part of this	SLA: £1400	School to talk to Islington to establish how many credits are left for the summer term. The poor experience that Gillespie school had of CPD with Islington needs to be investigated. Teacher training in specific sports needs to be found once teacher need is established	School to make full use of the Bronze package, investigate benefits from other packages and consider what more CPD the classroom teachers need to further improve their delivery	2	Cost to continue with current Annual Support Package (£1400) if Ambler decide to continue next year	Classroom teachers develop further skills, ideas and knowledge by watching and learning from expert delivery	Future session observations and evaluations can be compared to those in the audit week
D. Access and Opportunity	The school provides PE to all children, and after-school clubs are cheap with subsidies for children who can't afford to pay Arsenal double clubs for years 4, 5 and 6 LFA football for years 1, 2 and 3 LFA Multisports for years 4, 5 and 6	Cots for LFA are shown in E.	FZ to set-up a Football Skill Development Centre for groups of children not currently catered well for or fully engaged in PE and sport programmes. Ambler to identify children for this Centre and monitor their progress. Ambler and FZ to set-up more Development Centres in future as more groups and sports are identified Ambler to develop sport before school	Some children move and are more active (or better included in teaching programmes) in sport, PE and playground than others. The school needs to identify which groups of children are not engaged and develop strategies for their involvement Soft start trial week will be held w/c 16 June 2014 and then daily from September 2014. This will be reviewed after one year.	2	Approx £1500 for a year for the Football Skill Development Centre; Similar costs for any future Skill Development Centres Soft start (costs shown in section A.) for staffing of sport plus resources	Children who are not currently appropriately engaged in sport and PE are provided with an opportunity to develop and learn with other similar children Cross-age coaching to support development	Numbers of children in the Development Centres, retention of children, and growth of Centres; Progress of these children recorded Soft start number of attendees and qualitative surveys

E. Curriculum	<p>Children at Ambler get a range of sport activities to play and learn. The school recently started a dance programme that will give all children the chance to learn and enjoy dance and the class teachers the chance to learn from a dance specialist</p>		<p>Once all FZ sport audits are complete, several great teachers will have been identified to skills share</p>	<p>School needs to widen the range of sports it offers, in line with children's interest, with the identification of great teachers and/or teacher trainers, and with thought given to the rationale of introducing new sport opportunities</p>	3	<p>Approx £1000 a year for a new sport from a private provider as an after-school club once a week (costs can vary) Dance £780</p>	<p>Children learn through a wider range of sports, and more children are included in sport</p>	<p>Higher numbers of children attend after-school clubs; Numbers on clubs grow and retention rates are high There is evidence of progress in terms of skill development</p>
	<p>The Arsenal Double Club runs at Ambler, is free for the school, and is delivered by the resource lead at Arsenal. It offers the chance for pupils to learn numeracy and literacy materials using football-related resources and develops emotional resilience on and off the pitch</p>		<p>Promote this club to parents, and sell it as a numeracy and literacy club. Identify children who would engage in this material and who need the extra work time.</p>	<p>Arsenal Double Club has the potential to expand, and this club satisfies Ofsted recommendations to teach numeracy and literacy skills across all areas of curriculum</p>	3	<p>Awaiting response from Arsenal double-club. This club is currently offered free, but this may change next year</p>	<p>More opportunity for more children to develop much-needed numeracy and literacy skills outside of core timetable</p>	<p>More children at the Arsenal Double Club Progress of these children in terms of numeracy and literacy development</p>
	<p>The LSA PE Games materials are taught from a common and popular curriculum which provides session plans for each unit across a range of sporting skills</p>	<p>TLFA: £1520</p>	<p>Look into developing (with LSA) a more game-based curriculum, and train coaches to adapt activities in the material they use and inline with the vision and ethos</p>	<p>The material that LFA uses needs to be more game-based, especially for KS2 pupils. There needs to be more flexibility in how session plans are delivered to take into consideration environment, active learning and learning needs of groups of children within sessions</p>	2	<p>Potentially some cost to a new syllabus and materials, and also in training of coaches TLFA: £720</p>	<p>Children learn through a game-based approach which teaches them decision-making skills alongside techniques.</p>	<p>Children become cleverer sport players, children are more active, behaviour is better in lessons Future session observations can be compared to those of the audit week</p>

	All children from years 1 to 5 have the chance to learn to swim every year, in an excellent local pool with professional instructors. Children make good progress during their term of swimming			Re-evaluate and consider all aspects of swimming. The school and FZ to discuss swimming provision with GLL (and other providers). In particular, what provision is there for children and their families after-school, at weekends and in holidays? Perhaps learning to swim could happen outside the school timetable? Consider swimming in light of the school going to two-form. Look into swimming awards	3	Not sure at this stage	Swimming becomes a more regular habit for children and they improve swimming ability and confidence through year-round opportunities to swim	Children spend more time swimming; Number of children who can swim 25m by end of KS2 is higher
F. Equipment and	Ambler primary school has equipment to teach smallll	Materials: £134		Equipment needs to be better cared for, there needs to be a better range of age-appropriate sports equipment, with some new items recommended	3	£500 (equipment)	Equipment is better maintained and easier to access; Footballs are appropriate size for children; More equipment for other sports	Wider range of sports played, better use of equipment, better state of equipment

Materials	groups a variety of sports and games		<p>1. As class teachers start to teach their own PE, perhaps once a term each teacher could contribute their lesson plan to a central resource for other teachers to adjust and use.</p> <p>2. Pair work "station" cards to be created for different activities in a variety of movements and sports</p>	The school needs to begin collected session materials for different sports for class teachers to use	3	Cost of station cards = MoF's time	Classroom teachers have a bank of PE lessons and ideas to help them select lessons and inspire new approaches	Future session observations and evaluations can be compared to those in the audit week
G. Assessment for Learning	The school uses Assessment for Learning in the classroom and all teachers understand how to assess and evaluate children's learning.		Develop assessment for learning and differentiations in sport. Children can self-evaluate and peer evaluate and learn to reflect and set their own goals. One way of doing this is through a Self-Reflection Tool. The Ministry of Football SRT should be trialled with a group from KS2	Ambler to look at ways to make Assessment for Learning work in PE in order for children to understand what their next steps are, teachers to know where the skill gaps are, and the SLT to evaluate programmes and identify best practice	3	Free to trial. To develop own system may be too expensive but would be possible for the FZ to do together	Assessment for Learning becomes an integral part of sport and PE and all children know their next steps and work towards them	Children use the self-reflection tool, and improve in their chosen areas. Behaviour is better in sessions as children are focussed on their next steps Talking to children

<p>H. Competition</p>	<p>Children are currently selected to represent Ambler in inter-school football, cross-country running and athletics. Once a year there is an afternoon of competitive sports for all children as part of sports day and family picnics.</p>		<ol style="list-style-type: none"> 1. Ambler school and FZ to develop a Virtual Athletics 2. Inter-school football should be expanded so all children can take part, with consideration given to rule changes that would allow greater learning 3. Girls-only competition should be part of all competitions 4. Competitions should be sought for other sports that are taught across the school, gymnastics for example 5. Where competition is used, it should be primarily to help children learn. There needs to be strong links to the teaching of the sport in PE lessons and after-school clubs 	<p>Consider a way forward to develop competition in school. All children need opportunities to compete at their level in a variety of sports and with varying levels of commitment. Competition needs to ensure that children are not taken out of school often and for lengthy periods</p>	<p>3</p>	<p>Virtual Athletics can be set-up by MoF at a cost. Other competition costs will vary.</p> <p>Approx. MoF: £1000 (across the focus areas)</p>	<p>Children motivated by competition, and can learn new skills through competition. Respect and fair play taught and learnt through competition</p>	<p>More children are involved in a wider range of competitive sports at Ambler (not just the more-able children, but all abilities) and younger children too.</p>
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Ambler has heavily invested in improving sport provision. We have invested in the LSA for two years and will continue to do so with the support of the sport grant. In addition, we have used the sports grant to audit and further drive all aspects of sport at Ambler. The school pays out much more than we received as demonstrated in the snap shot for 2013/14

PE Costs 2013/14

	Current	Future	Total
Ministry of Football		1,000	1,000
PE Equip		500	500
Soft start PE element		2,500	2,500
New Sport from private provider		1,000	1,000
Football skills development centre		1,500	1,500
Dance		780	780
Sports Direct	134		134
Islington SLA	1,400		1,400
Resources	357	244	601
The London Football Academy	1,520	720	2,240
The London Sports Academy	6,000	3,000	9,000
Development of playground/storage		1,000	1,000
CPD		TBC	
	9,411	12,244	21,655

Funding	8730
Total PE costs for 2013/14	21,655
Ambler's commitment to PE	12,925