

Mayflower Academy PE Improvement Plan- 'Raising Standards' 2016-2017

"Together we can ... ensure that all teaching is good or outstanding and children's learning is accelerated"



Whole School

Overall Priorities:

Improve teaching and learning to be at least consistently good+ in Years 1 to 6 to raise pupils' achievement, particularly in writing, reading and mathematics

T+L 1– eliminating any inadequate/ requires improving teaching

T+L 2– ensuring all planned activities are tailored to meet the different needs and abilities of all pupils, and particularly the more able, so that work is at the right level and they can achieve the highest standards

T+L 3– providing training for teaching assistants so they can make a consistently good contribution to the learning of the pupils they support

T+L 4– giving teachers more opportunities to learn from the best teaching practices

T+L 5– giving pupils more opportunity to develop their reading, writing and problem-solving skills across all subject area

T+L 6– enabling pupils to take a greater role in their own learning and that of others so they can further develop their communication and independent learning skills

Teaching and Learning

Ofsted Ach QoT B+S L+M	Yr Group	Issue / Opportunity	Objective HMI Ref Code DFE Academy Ref code	subject	Success looks like	Action	Sign off by	Progress so far	Resource and cost	Monitor	Impact on standards (measured)
QoT Ach	Whole Academy	<p>Ensure new staff are familiar with FMS style of teaching – videoing assessments etc</p> <p>Ensure staff have had adequate time to familiarise themselves with the I-moves planning and assessment tools.</p> <p>Curriculum support for identified teachers who are less confident in areas of the curriculum</p>	T+L2 T+L4 See above	PE	All staff to plan and assess using the FMS structure and to use the new I-moves online tool to ensure planning and assessment for Dance and Gym is up to scratch.	<p>1. Ask all staff to complete a skills audit prior to the year commencing.</p> <p>2. Ensure new staff are familiar with the format of our planning and assessment for FMS sessions -</p> <p>3. Ensure that all staff have access to I-moves before the term starts so that they are familiar with it before the Year starts.</p> <p>4. Monitor and observe FMS, Dance and Gym sessions to ensure that all staff are implementing the I-moves and FMS planning and assessment tools. (timetable of observations and scrutiny in separate document.)</p>	<p>1. By beg of T1</p> <p>2. By beg of T1</p> <p>3. By beg of T1</p> <p>4. Ongoing</p>		<p>Audit sheets for staff to complete - £0</p> <p>£0</p> <p>MAP support £ 1000</p> <p>ASAP support £3500</p> <p>I-moves tool £1440 for 3 years.</p>	<p>Monitor = SM</p> <p>Evaluate = subject link governor</p> <p>Phase leads to ensure planning is completed</p> <p>SM to complete observation schedule and carry them out. Liaise with HS from ASAP in regards to the support she gives.</p>	<p>Completed questionnaires</p> <p>Audit of planning</p> <p>Videos and analysis of teaching and learning.</p> <p>Analysis of FMS assessments</p>

		New curriculum – new requirements for publishing of subject curriculum and assessment on website and for transparency to parents PE and Sport Premium projected spending also to be published.			All pupils, teachers and community understand the changes in new curriculum and have guidance to follow with regard to resources, assessment and curriculum coverage.	1.Update curriculum statement and publish on the website. 2.Update curriculum policy in line with curriculum changes and publish on the website. 3.Audit resources and use PE and Sport Premium funding to update and replenish resources. 4. PE and Sport projected spending document to be collated before Sept	1.Beg of T1 2. Beg of T1 3. Dec 4. Beg of T1				1. £0 2. £0 3. cost dependent on audit outcomes 4. £0 to produce document	SM to write statements and ensure they are ready for website publication and create order	All staff and the wider community will be aware of the new curriculum. Curriculum will be will resourced appropriately.
QoT Ach	Generic	Subject lacks opportunities to link to Literacy and apply key skills	<u>T+L2</u> <u>T+L4</u> <u>T+L5</u>		Interventions targeting children with poor gross motor skills. Tasks and activities to be linked with key Literacy skills – use of PE diary to record children’s thoughts and make use of Literacy in PE.	1.Phase lead and CTs to identify children based on FMS and Literacy assessments 2.Identify opportunities for application of literacy (and Maths where possible). 3. Meet with Phase Leads and monitor / Quality assure planning and intended outcomes 4.Monitor and audit outcomes of literacy through subject (video/media etc) and compile a termly logbook profile of evidence	1. Ongoing 2. Ongoing - termly 3. Ongoing - termly 4. Ongoing - termly				1. 0 2. £0 3. £0 4. £0	DG and CTs to collate information SM to add to evidence folder	Video evidence FMS and assessments at start and end of units. Planning scrutiny/lesson obs to see the use of Literacy in PE.
QoT Ach		Subject lacks wider community profile	<u>T+L2</u> <u>T+L4</u> <u>T+L6</u>		Community engages in FMS community days and support pupils to achieve	1. FMS skills days once every term – invite community and parents in to work with children showcasing skills they have learnt that term.	1. 6 x per year				1. £0	SM to check that all year groups have planned in days. Email staff to make them aware that last week of term PE lessons should be CE day event.	Measure success of Showcase days using parent/staff/children questionnaires – use of quotes and quantitative questions. Video the event.

		Identify Able & Talented Pupils and develop opportunities for subject 'champions' to capture and SHARE termly areas of development (linked to MASTERY)	<u>T+L2</u> <u>T+L6</u>		More opportunities for A&T children throughout the year, in Partnership with ASAP, MAP and any other external providers. Ensure these children are involved in the planning and delivery of CE days.	1. Diary/calendar of events to be planned in as the year progresses.	1. Ongoing				£4500 from PE and Sport Premium budget	CT and SM to collate A&T children list. SM to liaise with staff from MAP/ ASAP etc to ensure children have access to these events.	Number of A&T children who have attended opportunities to be recorded
QoT Ach		Assessment of PE/ Dance and Gym needs to be more consistent and accurate across the academy.	<u>T+L1</u> <u>T+L2</u>		Teachers accurately assess progress against coverage of FMS (using FMS assessment sheets) and Dance and Gym (using I-moves) + successful completion of NC objectives at end of KS.	1. Audit Teachers termly plans against NC expectations – check for progressive planning across whole academy 2. Link to other outstanding schools from across country to monitor and moderate termly progress 3. Ensure end of KS assessments take place	1. each term 2. Ongoing 3. Each term				£1440 for I-moves – taken from PE and Sport Premium budget	SM to complete termly analysis of planning and assessment across the academy.	Reports of planning scrutinies to be written and support/ tailored intervention to be targeted in year groups/ teachers that need it. Compare planning and assessment at key points throughout the year to ensure it is all of a consistently high standard.
QoT Ach		New curriculum and Ofsted requirements for best practice cross school self sufficient moderation of standards	<u>T+L3</u> <u>T+L4</u>		Teachers develop a model of self improvement through invitational leadership and cross school moderation of teaching and learning	1. Audit own school's PE and Sport 2..Audit outstanding schools across both Plymouth and Nationally for subject links 3. Design opportunities for link learning and real life - applications of subject SHARE	1. by end of T1 2. by end of T2 3. Ongoing				£200 Youth Sport Trust membership	SM to source/ promote and allocate key & useful resources to staff	Create and evidence links with another school in the local area.