

## P.E. Governor Questions 2022 – Mr Stephen Buckley & Ms Mandy Ryan

What is your background as a leader of PE & Sport?

- Primary B.Ed. (Hons) degree specialising in sport
- PE coordinator for over 20 years
- Advisory teacher for PE for Wirral
- PDM (Partnership Development Manager) for School Sports Partnership

What are the current priorities for PE & Sport in our school?

- Implement new scheme of work (Complete PE) ensures all staff are confident in the teaching and assessment of Physical Education.
- Catch up after Covid- getting children active again, inspiring children to join teams and take part in sport.

### Curriculum

How big a focus are the rules and tactics within PE teaching and can they recall them?	It's a good focus on upper key stage 2 children, once they have developed the skills. Conditioned rules/ depending on ability
Does curriculum coherence across PE support pupils to know more and do more?	Yes. Complete PE is designed to ensure all children achieve in PE. It is a progressive programme and there are clear expectations for every year group across school.
How does pupils' PE knowledge build in complexity across the years?	Key stage 1 and FS2 = Fundamental skills Key stage 2 lower = Developed and application Key stage 2 higher = Application and development of tactics and rules.
How ready are pupils for each new stage? (Are end of Key Stage (F2/Y2/Y6) skills/knowledge met by children?)	Due to Covid, there are gaps in fundamental skills and those gaps are being addressed with ABC (Agility, Balance and Coordination) interventions. Children also have the opportunity to work with specialist coaches and our dedicated sports coach.

Do pupils remember the core declarative and procedural knowledge long term in PE and how do you check this?	Yes. This is checked by all teachers/coaches with recall, observations and further questions. This is a spiralling curriculum where learning is revisited across the key stages.
How is PE knowledge/skill planned to be revisited over time?	Recap and build on it, due to the scheme which was bought by the school. The scheme is called complete PE
Are pupils achieving our ambitious goals?	Yes, definitely, just look at the clubs we offer, either in school at break and lunch times or the after-school provision.
How are pupils who find it most difficult to learn being given the best chances to keep up?	Children are supported in lessons by the sports coach or teacher. This is done using methods such as Tops cards, different activities, targeted interventions and focus groups.

### **Pedagogy**

Do teaching approaches include high quality instruction, purposeful practice and feedback opportunities?	Yes
Do pupils have the pre-requisite knowledge to access games/competitive elements of the curriculum?	Yes

## Assessment

Does assessment check that pupils have learnt the component knowledge of the PE curriculum?	Yes
How does assessment impact on pupils' learning?	It informs the planning for next year's curriculum and can track and provide support when necessary.
How does assessment inform curriculum design and adaptation?	Catch up interventions and adapting the curriculum. We now have a covid catch-up i.e. in swimming this has had an impact on YR6 as they are now doing it later than normal and this is part of the PE unit and not other lessons

## Culture

Does the school have high expectations of what all pupils can learn in PE?	Yes, very high.
Does the school foster a love for PE and value its importance?	Yes, by using the school values. We have our 'Mini Mermaids' and 'Young Titans', play leaders and the promotion of events like the World Cup and Olympics as examples.
How well is PE included and represented in the whole school curriculum?	PE is represented very well in our school and all pupils have a weekly 2 hr timetable slot in all year groups.
How well do extra-curricular opportunities support all pupils to know more and do more?	We have an extensive range of clubs. We aim to inspire and aspire all children, including SEND, and we have links to 30 clubs i.e. Tranmere Rovers, Bebington high school, LFC, Birkenhead park Rugby Club.

## Systems

How well are staff supported in developing their own subject and pedagogical knowledge? What support are non-specialists given?	Our staff are supported extremely well, we have dance specialists and Secondary PE specialists who support through modelling lessons and team teaching. Staff also have videos in the new scheme to help.
How are any other adults teaching PE being supported to understand the curriculum and promote and deliver inclusive practice?	Sports coach is Mr Beacall and he is a critical part of the team and included in all meetings and events and CPD. He also has slots on his timetable for interventions.

## Policy

How do school wide policies impact PE?	Pupils are given immediate feedback and PE has an impact on children's attitudes and behaviour. Play leaders provide wider activities too at lunchtimes and this further supports the impact of PE across school.
Do whole-school policies give flexibility to enable a high-quality PE education?	Yes. 1. No safeguarding issues over changing due to children coming into school in kit. 2. More activity time (see above). 3. A Sports Coach to help improve the quality of teaching and learning.
Is sufficient time allocated to teaching PE?	Yes, the children have 2hrs plus clubs (in-schools and before/after school plus break and lunchtime provision.

**Further notes:**

I asked Ms Ryan what impact Covid has had on the children.

Many children came back to school in a lower state of physical fitness. We provided a health related fitness intervention for the first year after our return to get children back to where they were and also to improve their all-round co-ordination (hand-eye-ball) skills.

In swimming, we chose Year 6 children to focus on as they had missed a considerable amount of swimming time in 2020 and 2021. Most pupils are either working towards or are below the expected standard and they are having or had interventions to bring them to the expected standard.

We currently have 57 children in Year 6 and of those 57, 44% (25 pupils) are either working towards or below the standards set out for them. There are 14% (6 pupils) of the 44 percent who are/were working below with one pupil now working towards. We have had one pupil leave school. And of the remaining 86 percent of the 25 pupils, we now have 3 of the pupils who are now working at the expected level and the rest are still working towards the expected level.

This is only based on the first half term units and is focused on swimming and invasion games.

These figures include our SEND children.