

Whole school key priorities 2014-15		
KP1 Improve cross – curricular learning in the creative curriculum so that it is outstanding.	KP2 Link reading, writing and maths in topics that learning is relevant and cross-curricular.	KP3 Improve assessment for learning so that it is valued by all stakeholders and secures outstanding progress.

KP1 – Cross curricular - in relation to PE	Future priorities linked to whole school strategic plan 2014-17	
2014-2015 Overview of what will be improved:	2015-2016 Overview of what will be improved:	2016-2017 Overview of what will be improved:
<ol style="list-style-type: none"> 1. Devise, develop and implement a set of Ranvilles sports values applicable to P.E. (KP1) 2. Improve cross curricular learning within PE in order to inspire, engage and captivate children’s interests. Ensure teaching is led through relevant contexts. (KP1) 3. Further improve planning and the delivery of gymnastics to provide all children with interactive and experiential learning in order to meet, support and challenge needs. (KP1/2) 4. Improve whole school participation; widen children’s experiences and provide more opportunities for children to compete in local competitions. (KP1) 5. Improve assessment/self-assessment to enhance learning further and ensure recording keeping personalises provision. (KP3) 6. Improve the facilities and equipment in school. (KP1) 	<ol style="list-style-type: none"> 1. Correlate Ranvilles P.E. philosophy with SMSC and RJS STARS in order to embed a healthy, competitive lifestyle within a safe and challenging learning environment. 2. Devise, facilitate and encourage a high use of competitive situations. 3. Embed cross-curricular links further so that children can explicitly identify purposeful links e.g. science/heartbeat and health related fitness; Haka and tribal communities – sense of belonging and competition. Link PE to reading/writing and maths. 4. Facilitate additional and booster swimming sessions to secure NC requirements confidently for all pupils 	<ol style="list-style-type: none"> 1. Lay an all-weather pitch to facilitate more opportunities for P.E 2. Further improve equipment to ensure sustainability. 3. Create opportunities for Junior Sports leaders to model and coach – take the responsibility for leading elements of P.E.

P.E. Plan 2014-15

Improvement Focus	Subject Leader Actions	Success Criteria – Evaluating Impact (Evidence)	Lead Professional Time (LP) - Planning (LPP) - Action (LPA) - Evidence (LPE) Team CPD Time	Finance
1. Devise, develop and implement a set of Ranvilles sports values applicable to P.E. (KP1)	1.1 Work in partnership with pupil school leaders to identify RJS P.E. values. - <i>Pupil interviews, explore ideas,</i> 1.2 Plan an assembly opportunity for school pupil leaders to disseminate principles and gather collective overview. 1.3 Lead and analyse 360 degree pupil questionnaire in relation to initial principles.	<ul style="list-style-type: none"> • Child friendly language identifying P.E. principles and values is respected and significant - making P.E more purposeful • Children have a common language through which to communicate and engage. • RRR agenda correlates with P.E. Evidence - <i>Lesson observations/children interviews identify pupils employing values. During unstructured time, children adopt philosophy.</i> 	<ul style="list-style-type: none"> - LPA time - LPE time - LP one day of MAST time to complete 1.1, 1.2 1nd 1.3. Estimated completion by: The end of the Spring term.	£189 for LP class cover.
2. Improve the teaching and learning of Dance units in PE in order to support teachers' subject knowledge and expertise. Inspire, engage and captivate children's interests in blocked units. Ensure teaching is led through relevant contexts.	2.1 LP to Work in partnership with lead county Practitioner (CP) to model best practice and support the development of current PE provision. - <i>LP to shadow county practitioner.</i> - <i>All teachers to team teach with CP.</i> - <i>LP and county practitioner to explore planning for coverage of key skills, challenge and subject specific.</i> - <i>LP and CP to discuss the use of junior sports leaders within the school.</i> 2.2. As a consequence of 2.1 - Reconfigure how Dance is taught across the school. - <i>Block the teaching of dance by</i>	<ul style="list-style-type: none"> • Quality of Dance provision is improved across the school – time is utilised more effectively to embed key skills in blocked units. • Dance engages the children through purposeful cross-curricular links. • Children feel inspired through performing to peers and parents. • Junior Sports Leaders have a secure understanding of their roles and responsibilities within the school. Evidence - <i>Lesson observations capture kinaesthetic learning, engagement and development of sequential skills.</i> - <i>Pupil / parent questionnaires depict self-</i> 	LPA time Team CPD Time 5/2/15 – LP 1 day spent with Jodie Williams – County practitioner. LPE time – Lesson observations in collaboration with AW. Estimated completion by: The end of the Spring One. Lesson observations to be spread through Spring two.	£450 CP time. £189 for LP class cover.

<p>(KP1)</p>	<p><i>implementing dance days which link directly to the curriculum.</i></p> <ul style="list-style-type: none"> - <i>Perform dances to parents at DBA mornings</i> - <i>LP to support staff in the planning of these Dance days.</i> - <i>LP to monitor Monitor/explore planning for coverage of key skills, challenge and subject specific.</i> 	<p><i>evaluation.</i></p> <ul style="list-style-type: none"> - <i>Modelling and observation from LP identifies progress in colleagues' provision.</i> - <i>Monitoring of planning identifies coverage of key skills, challenge and subject specific.</i> 		
<p>3. Further improve the planning and the delivery of gymnastics in order to:</p> <ul style="list-style-type: none"> • Develop teacher's subject knowledge and expertise • Provide all children with interactive and experiential learning to enable them to access curriculum skills with appropriate tuition • meet, support and challenge needs. (KP1/2) 	<p>3.1 LP to attend an intermediate gymnastics training course to improve CPD and support the delivery of gymnastics throughout the curriculum.</p> <ul style="list-style-type: none"> - <i>LP to identify RJS PE units where high level of expertise is statutory required to teach- LP to team teach gymnastics with year groups.</i> - <i>LP to lead staff meetings to support staff in the delivery of gymnastics.</i> - <i>LP to monitor and explore planning for coverage of key skills, challenge and subject specific.</i> - <i>LP to explore blocking gymnastics – initially in year 4 – to build on expertise - with a performance to parents as an outcome.</i> 	<ul style="list-style-type: none"> • Quality of Gymnastics provision is improved across the school – time is utilised more effectively to embed key skills. • Gymnastics is taught progressively with all children having access to the sport. • Gymnastics engages the children through purposeful cross-curricular links. • Teachers have an awareness and clear understanding of the progression of skills. • Teachers feel confident in delivering gymnastics to children of all abilities. <p>Evidence</p> <ul style="list-style-type: none"> - <i>Lesson observations capture kinaesthetic learning, engagement and development of sequential skills.</i> - <i>Lesson observations capture clear differentiation and progression of skills.</i> - <i>Modelling and observation from LP identifies progress in colleagues' provision.</i> - <i>Monitoring of planning identifies coverage of key skills, challenge and subject specific.</i> 	<p>Team CPD time</p> <p>LP to lead 2 whole school staff meetings – summer term 3.1.</p> <p>LP team teach with each year group. 3x afternoons– summer term 3.1.</p> <p>LP release time for lesson observations in collaboration with AW. 3x afternoons.</p> <p>LP preparation time for above 1 day MAST</p> <p>Estimated completion by: The end of the Summer 3.1. Lesson observations to be spread through Summer 3.1 and 3.2.</p>	<p>£ 180 for the gymnastics course £378 for LP class cover.</p> <p>LP class cover £189</p> <p>Afternoons covered by HLTA/JJ/CS</p>

P.E. Plan 2014-15

<p>4. Improve whole school participation; widen children's experiences and provide more opportunities for children to compete in local competitions. (KP1)</p>	<p>4.1 Facilitate the opportunity for children to participate in external 'taster sports sessions' in order to inspire, challenge and motivate all children.</p> <ul style="list-style-type: none"> - <i>Work in partnership with pupil school leaders to identify areas of interest.</i> - <i>Liaise with Sports companies, agencies and the local community to arrange whole school sporting events.</i> <p>4.2 LP to work in close partnership with the local sports cluster and enter appropriate competitions.</p> <ul style="list-style-type: none"> - <i>LP to plan and organise events/competitions for the forthcoming year.</i> <p>4.3 Increase opportunities for children to participate in sports clubs.</p> <ul style="list-style-type: none"> - <i>LP work in close partnership with teachers, parents and lunch time staff to identify opportunities and action as appropriate.</i> - <i>LP to work with Play leader to set up lunch time clubs linked to government initiatives.</i> - <i>LP work in close partnership with Junior Sports leaders to set up RJS sports blog on website.</i> <p>4.4 Further improve children's daily participation on Physical activity</p> <ul style="list-style-type: none"> - <i>LP to implement whole school daily physical activity booster sessions.</i> - <i>Work in partnership with Junior Sports Leaders to identify areas of interest.</i> 	<ul style="list-style-type: none"> • Children feel inspired and motivated by Physical activity and value the importance of the subject. • Children understand the importance of healthy competition and develop the skills required in order to compete in competitive sports. <p>Evidence</p> <ul style="list-style-type: none"> - <i>Pupil interviews depict progress in children's' provision and attitudes towards physical activity.</i> - <i>School website illustrates children's participation in sporting events, clubs and competitions.</i> - <i>Children are successful in a variety of competitive sports within the cluster.</i> - <i>Successful school kite mark application represents children's participation in sporting events, clubs and competitions.</i> - <i>Pupil / parent questionnaires depict self-evaluation.</i> - <i>House games lesson observations capture engagement and development of sequential skills.</i> - <i>360 degree parent questionnaire depicts parent's value competitive sports day.</i> 	<p>LPP, LPA and LPE time. Team CPD Time</p> <p>See competition timetable below for dates and events.</p> <p>LPP -Sports day - 1 day LPP – House games – 1 day</p> <p>LPE time – MAST</p> <p>Estimated completion by: End of the summer term.</p>	<p>Class cover for events for LP £1512</p> <p>LP class cover £324</p> <p>LP class cover £189</p>
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P.E. Plan 2014-15

	<p>- <i>Support staff in the delivery of PA sessions.</i></p> <p>4.5 Review current provision of whole school sporting events.</p> <p>- <i>LP to review House games and competitive sports day, identify areas of further improvement and action as appropriate. LP to work in partnership with Junior Sports Leaders during this.</i></p>			
<p>5. Improve assessment/self-assessment to enhance learning further and ensure recording keeping personalises provision. (KP3)</p>	<p>5.1 Review the current assessment systems.</p> <p>- <i>LP to monitor and analyse current use of assessment sheets, action as appropriate.</i></p> <p>- <i>Teachers to continue to use the current triangular assessment system and LP to monitor to track coverage and progression of skills.</i></p> <p>- <i>LP to trial using electronic devices to record, evidence and evaluate teaching.</i></p> <p>- <i>LP to trial children to use during lessons for self-evaluation.</i></p>	<ul style="list-style-type: none"> • All teachers value the use of the assessment system and feel it is purposeful and effective. • Assessment in PE enhances learning for all children, maximising progress and development of skills. <p>Evidence</p> <ul style="list-style-type: none"> - <i>Staff questionnaires show all teachers value and recognise the purpose of assessment within PE.</i> - <i>Planning moderation shows use of a variety of AFL strategies and effective differentiation.</i> - <i>Pupil interviews show all children value the use of assessment for self evaluation.</i> - <i>Lesson observations capture children's engagement and development of sequential skills through the use of appropriate assessment.</i> 	<p>LPP, LPA and LPE time. Team CPD Time</p> <p>2 Days MAST time.</p> <p>Estimated completion by: The end of the Summer term.</p>	<p>LP class cover cost £189 x2</p>
<p>6. Improve the facilities and equipment in school. (KP1)</p>	<p>6.1 Monitor equipment and update as necessary.</p> <p>- <i>LP to assess break/lunch time equipment for play leader/pupil school leaders to facilitate opportunities for all children to</i></p>	<ul style="list-style-type: none"> • Equipment aids opportunities for all children to maximise their progression of skills. • Equipment engages all children in order to challenge and maximise 	<p>LPP, LPA and LPE time.</p> <p>1 day MAST time</p> <p>LP to update equipment</p>	<p>LP Class cover cost £189</p>

P.E. Plan 2014-15

	<p><i>engage.</i></p> <ul style="list-style-type: none"> - <i>LP to monitor sport equipment and purchase where necessary in relation to the curriculum.</i> - <i>LP to work with play leader to explore equipment requirements.</i> - <i>LP to conduct an equipment audit.</i> - <i>LP to order new team kits for football and netball.</i> 	<p>their progression of skills.</p> <p>Evidence</p> <ul style="list-style-type: none"> - <i>Lesson observations capture kinaesthetic learning, engagement and development of sequential skills using appropriate equipment.</i> - <i>Staff questionnaires and pupil interviews show a secure knowledge and understanding of how equipment should be used in lessons to maximise progress and facilitate differentiation.</i> 	<p>termly – x3 times per year.</p> <p>Estimated completion by: Ongoing.</p>	
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Total £4167 for directly accounted days

5 day float supply costed facilitate internal events totals £5112

Additional costs pending link to purchase of sports wear and equipment for children and carry forward for all-weather pitch.

Date	Time	Competition	Year Group	Venue	Costing's/cover
Tues November 11th 2014	12.30-3pm	Sports Hall Athletics	5,6	Cams Hill Secondary School	day supply –
Tues January 27th 2015	1.30-3.00 pm	Gymnastics	3/4	Fareham Academy	day cover/supply –
Tues February 10th 2015	10.00-12.00 pm	Bench ball	Yr3/4	Fareham College	Half a day cover/supply –
Tues March 24th 2015	1.30-3.00pm	Netball (High 5)	5/6	Henry Cort	day cover/supply –
Weds May 6th 2015	1.30-3.00pm	Tennis	3/4	Lee on the Solent Tennis Club	day cover/supply –
Tues June 2nd 2015	10.00am-12.30pm	Rounders	5/6	Fareham College	cover/supply –

P.E. Plan 2014-15

Weds July 8th 2015	1.30-3.00pm	Tennis	5/6	Lee on the Solent Tennis Club	day cover/supply –
Tues July 14th 2015	1.30-3.00pm	Netball (High 5)	4	Henry Cort	day cover/supply –
19th June 2015	LEVEL 3 SCHOOL GAMES				Total costing with supply cover for all events KW

Lead Professional Signature:

Headteacher Signature: