



# Subject Self Evaluation Form

## Subject: PE

### School Context

Katherine Semar Infant and Junior Schools serve an established and settled residential area in Saffron Walden. The socio-economic circumstances of the pupils are better than the average nationally although lower than the other schools in our local cluster. The proportion of pupils eligible for a free school meal is slightly below average although many families are on low incomes and need support through regular food banks and uniform referrals. The majority of parents are supportive but a significant minority have low aspirations and this has an impact on their support for their children's academic progress and on the extent to which they become involved in their children's learning. As a result of this, some of the pupil premium supports these families financially through clubs and educational visits. We have identified that 20% of our pupils have home lives that may negatively affect their school life and sometimes their ability to thrive (adverse childhood experiences). Significant work is completed to support these children through learning mentors and our school listening service as well as more recently employing a family engagement champion, who works with our most vulnerable children on improving attendance. A significant minority of our families live in the flats surrounding schools in overcrowded, damp accommodation without access to a garden.

Unfortunately, we have had a high number of parents within our school community who have died or have been diagnosed with a life limiting condition. Within the last five years, we have had eleven children who have had a parent who has died. We have received support from charities like Winston's wish and our school educational psychologist. Currently we have two children who are supporting a parent cope with multiple sclerosis and we have ten children in last two years whose parent has been diagnosed with cancer. In the infant school, we also have a child whose father is receiving specialist care and hoping that may prolong his life for six months. We have used our school play therapist to support these children and we have two trained learning mentors who have received additional training on grief and bereavement. We have looked at our PSHE curriculum and worked on the zones of regulation as well as work on grief and bereavement to support the children in our school. We have re-designed our curriculum and changed the books in Year Three as we felt 'The Wild Way home' was triggering for the two children whose Mothers have recently died. In Year Two, three of the children can be dysregulated for sustained periods of time and we are continually looking for the best ways to support them with their grief.

The largest ethnic groups are White British (75.98%) and any other white background (16%). Mixed White & Asian (1.44%), Mixed White & Black Caribbean (1.15%). Mixed White & Black African (0.92%), Mixed any other mixed background (2.07%). The percentage of children who are not white British has increased by 6.2% since last year. This school has 12 out of 17 possible ethnic groups. The average number of groups for this phase of education is identified as 9 so we like to celebrate our cultural diversity. Staff retention is very high. This means the shared vision and ethos is well-developed as staff have built this vision with staff team. Monitoring, evaluation and review has happened in a cycle where each subject has a deep dive on a rolling programme which has happened for the past 12 years so experienced subject leaders know their subject's strengths and areas for development well.

The school currently holds:  
The Healthy Schools' Enhanced Award  
Sports Mark – Platinum Award  
Music Mark  
Philosophy for children Silver Award

Katherine Semar Infant and Junior Schools are not faith schools but our ethos is broadly Christian. We have close links with St Mary's Church, which is the nearest Anglican Church, as well as the community church and the Baptist church regularly having assemblies from the Saffron Walden assemblies team. Inclusion is a school priority and we welcome and value diversity. We are particularly keen to build on the supportive relationships we have forged with many partners involved with the school. The school focuses on promoting high academic achievement, providing plentiful opportunities for sport and exercise, creative arts and personal development. Promoting good health is a school priority.

Saffron Walden and the local surrounding area does not have any specialist provision locally and consequently we have a number of children with severe and complex needs who are seeking specialist provision. The LA have placed them in our school whilst looking for a specialist setting. In response to this the Trust are looking at providing specialist provision but this is in an early stage of planning.

The infant and junior schools work extremely closely to further enhance the continuity for children and cohesive community provision. The infant and junior school operate as one school, which has been developing since 2011 when Julie Puxley became the headteacher. This has been further enhanced by Julie Puxley becoming executive headteacher in 2017 of the Junior school and infant school as well as the rest of Senior Leadership Team working across both schools. The children have a smooth transition from Year 2 to Year 3 and beyond. There is now a single governing body, policies, procedures and governor training is aligned. We continue to have a joint website and joint weekly newsletter for parents. We have shared co-ordinator posts, enriching subject leadership. Planned, shared staff meetings and training are of a high quality and create continuous professional development for staff. There is a deeper understanding of the progression of learning between key stages and shared assessment methods. The SLT work together daily to enhance provision in classrooms, using staff specialisms. Due to high staff retention the shared vision and ethos is well-developed as staff have built this vision with key stakeholders over a number of years.

#### Baseline

**Physical development** 73% EXS+ 8% GDS

**Listening** 72% EXS+ Listening 29% GDS

**Speaking** 67% EXS+ Speaking 17% GDS

**Understanding** 74% EXS+ Understanding 25% GDS

## School vision

### School Values

Our curriculum cannot be separated from our school's core values: be kind, be confident, be curious, be positive, be respectful and be resilient. These permeate all aspects of school life and underpin our school curriculum. Although these are directly taught within our curriculum they are also 'lived' throughout our school and effectively create the culture that allows our curriculum to be successful.

### Curriculum Aims

Alongside our school values we have a set of aims for our school curriculum. These are the key threads that underpin and link our children's curriculum experiences together. We want children to: question; challenge themselves and each other; investigate the world around them; experience the world first hand; communicate effectively; and seek to develop their understanding of themselves, each other and the world around them. These aims were developed by and for the school community; parents, teachers, staff and governors collaborated to create our INSPIRE curriculum aims.



## Intent

### Development of physical competence, an active lifestyle and respect for others

Physical education develops children's physical competence and confidence. Our INSPIRE curriculum provides children the opportunity to be creative, competitive and to face up to different challenges as individuals, groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Through a range of activities children discover their aptitudes, abilities and preferences and make choices about how to get involved in lifelong physical activity. The school has achieved its platinum school games award. These opportunities to compete in sport and other activities build character and help to embed our values of resilience and respect. As Lucy Perarson (England cricketer) suggests 'Physical education is about pupils learning about themselves: their capabilities, their potential and their limitations. It is the foundation of all sports participation. But it goes beyond the individual and understanding themselves – it's learning how to work with and respect others'.

### Development of well-being

"Sana mens in corpore sano: a healthy mind in a healthy body" (Juvenal Saturra). The reason why physical education is such an important aspect of our curriculum is pupils are active usually doing their work in the fresh air. Activity matters. It grounds us, it makes us happy and help us to be fully integrated. It reminds us we are not just intellectual but physical beings, held in balance.

## High expectations

Our curriculum is designed with the national curriculum as a starting point but as we have extremely high expectations for our children so we have added additional challenge. These can be seen in the bold objectives in our INSPIRE curriculum. Although there is no requirement in the national curriculum we take all our Key Stage One children swimming. In addition, we have a whole strand of our PE curriculum dedicated to outdoor and adventurous activities fulfilled by regular and planned forest school sessions throughout their time in school. Our outdoor and adventurous activities strand culminates in two residential (one in Year Four and one Year Six) where children are able to fulfil these objectives including sailing, paddle boarding, kayaking, abseiling and high ropes.

## Implementation

### PE long term plan

- Each year group will teach the areas of PE identified in the school's long term plan to ensure coverage of statutory knowledge and skills. Each year group will be taught PE in two, hour long PE sessions each week.
- The school's PE progression of skills will be used to identify the learning objectives for each year group, in line with the school's raised expectations.
- The long term plans now include an enquiry question for each topic which is there to support teachers in guiding the learning for that topic.

### Extra-curricular activities

- We offer a wide range of extra-curricular activities for children to access both before and after school.
- We signpost to external providers for children who display particular interests or talents in some activities.

### Competition and events

- We subscribe to the Uttlesford School Sports Partnership who provide many opportunities throughout the year for children to take part in a wide range of different sports and PE activities. We also participate in friendly matches with other schools throughout the year.
- We have a swimming gala squad who train weekly and compete in events throughout the year.
- We have squads for child who are selected to train on a weekly basis and then from these squads we select teams to represent the school at each sport.

### Sports Premium Funding

- Government sports funding is used to pay for sports coaches, updating and replacing equipment, providing opportunities for children in receipt of the pupil premium to take part in sporting and residential activities and supporting the running of Forest Schools. More information can be found in the annual review of Sports Premium Funding spending which can be found on the school's website.

### Challenge and Support for all Learners

- We understand that every learner develops differently and adapt our provision continuously to ensure every child receives the correct balance of support and challenge in order to achieve their very best. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. Each

child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

### Assessment

- We use MAPP (Mapping attainment and progress for pupils) to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children.

### Impact

	Y1 PE Swimming	Y1 PE Gymnastics	Y1 PE Games	Y2 PE Swimming	Y2 PE Gymnastics	Y2 PE Games	Y3 PE Swimming	Y3 PE Gymnastics	Y3 PE Games	Y4 PE Swimming	Y4 PE Gymnastics	Y4 PE Games	Y5 PE Swimming	Y5 PE Gymnastics	Y5 PE Games	Y6 PE Swimming	Y6 PE Gymnastics	Y6 PE Games	KS1 Swimming average	KS2 Swimming Average
PE July 2024																				
Total	59	60	60	60	60	60	62	61	62	59	60	60	60	59	60	79	78	78	119	260
Foundation%																				
Working Towards %	32	2	2	3		2	6	2	2		2	2	5		2		3	1	18	3
Expected + %	68	98	98	97	100	98	94	98	98	100	98	98	95	100	98	100	97	99	82	97
Higher Standard%	25		8	23		2	40	8	3	47	18	18	37	17	27	33	22	29	24	39

### Disadvantaged

Total	4	4	4	8	8	8	9	9	9	8	8	8	6	5	6	5	5	5	6	7
Foundation%																				
Working Towards %	100			13		13	11	11	11				17		17			20	56	7
Expected + %		100	100	88	100	88	89	89	89	100	100	100	83	100	83	100	100	80	44	93
Higher Standard%										13				20						3

**Not Disadvantaged**

Total	55	56	56	52	52	52	53	52	53	51	52	52	54	54	54	72	71	71	54	58
Foundation%																				
Working Towards %	27	2	2	2			6				2	2	4				3		15	2
Expected + %	73	98	98	98	100	100	94	100	100	100	98	98	96	100	100	100	97	100	85	98
Higher Standard%	27		9	27		2	47	10	4	53	21	21	41	17	30	36	23	31	27	44

**SEN**

Total	5	6	6	4	4	4	7	7	7	9	10	10	8	8	8	6	6	6	5	8
Foundation%																				
Working Towards %	40	17	17			25	14	14	14		10	10							20	4
Expected + %	60	83	83	100	100	75	86	86	86	100	90	90	100	100	100	100	100	100	80	96
Higher Standard%	20									33									10	8

**Not SEN**

Total	54	54	54	56	56	56	55	54	55	50	50	50	52	51	52	71	70	70	55	57
Foundation%																				
Working Towards %	31			4			5						6		2		3	1	18	3



Working Towards %	32	3	3			3		3	3		5	5	3		3		5		16	1
Expected + %	68	97	97	100	100	97	100	97	97	100	95	95	97	100	97	100	95	100	84	99
Higher Standard %	13		6	19		3	34		6	58	5	25	45	7	34	30	5	26	16	42

**Girls**

Total	28	28	28	28	28	28	30	29	30	40	40	40	31	31	31	37	36	37	28	35
Foundation %																				
Working Towards %	32			7			13						6					3	20	5
Expected + %	68	100	100	93	100	100	87	100	100	100	100	100	94	100	100	100	100	97	80	95
Higher Standard %	39		11	29			47	17		43	25	15	29	26	19	38	39	32	34	39

**Swimming (non-statutory in Key Stage One).**

- Because of our consistent approach and high-quality swimming coach, the amount of children meeting the expected standard or higher is significantly above national average.
- At the end of key stage 2 the overwhelming majority of pupil premium children have reached the expected standard.
- The same high standards are met for both boys and girls.

**Gymnastics**

- There are no notable differences between SEN and EAL children.
- Girls tend to achieve a higher standard overall in gymnastics.

**Games**

The same high standards are achieved by both boys, girls and individual groups (EAL, SEN and Pupil Premium).

**Significant developments in the subject**

Platinum games award.

We now have two 7 aside astro pitches that we use for PE, lunch times, squads and clubs.

Pupil premium children now receive a personal invite to sports clubs we feel they are suited for, and the cost is covered by the school.



Active travel has been implemented into our wider school community as well as through out the school day and PE lessons.

PE newsletters are created termly to show parents and carers everything that happens in sports within our school. This is also used to signpost parents, carers and children towards clubs and sports outside of school within the community.

A greater number of KS1 events were attended and held at KSS in encourage more variety and participation in sports across the whole school.

### **Strengths**

- The school takes part in and hosts a large and wide variety of sporting pursuits (e.g. dance festival, swimming gala, various level 1, 2 and 3 competitions) through the sports partnership trust. Our children participate with great success and the school minibus is utilised to enable greater participation. Katherine Semar schools will be hosting 3 events in Autumn term 2024.
- Three experienced sports coaches provide high quality teaching to all year groups and provide training and tournament/festival preparation for a wide range of squads and run a variety of sports clubs.
- Children in Key Stage One and Two have regular weekly swimming school sessions.
- Three trained Forest school leaders. All children participate in outdoor and adventurous education during the year in a maintained local forest. Forest school continues to run this term.
- Children attend two residential during their time in school (Year Four and Year Six) which help the children to develop confidence and resilience. The school pays for children who are in receipt of PPG.
- PE vocabulary progression developed (Summer 2021) establishing specific Tier 3 vocabulary to be taught in each year group
- Early years milestones incorporated into subject progression document.
- Staff complete gymnastics training on going on a yearly basis.
- Staff attended after school CPD with P.E. leads on hallmarks of a KS P.E. lesson.

### **Areas for development**

- Adaptive teaching in P.E. at KSS
- To continue developing/updating floor books for the different skills.

## Monitoring and evaluation systems

At Katherine Semar we believe that the most effective way to monitor the impact of our PE policy is to utilise and triangulate a broad range of moderating activities, involve our stakeholders, and apply these regularly, consistently and robustly. Through our annual Monitoring, Evaluation and Review cycle, we employ the following monitoring activities in PE:

- **Lesson Observations and Learning Walks**

Senior Leaders and Subject Co-ordinators regularly undertake planned and unplanned lesson observations and learning walks. These have a clear focus and feedback and findings are used to inform individual and whole-school Continuing Professional Development (CPD), School Development Planning and future monitoring activities.

- **MAPP (Mapping attainment and progress for pupils)**

We use MAPP to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children. This is analysed annually and used to inform our school development plan.

- **Governor Visits**

- As part of the Governors' Monitoring, Evaluation and Review cycle, lead governors in each subject, make regular visits to school to monitor progress towards the school development plan.
- Monitoring activities include a range of teaching and learning observations, discussions with subject co-ordinators, meetings with pupils, visits to subject specific celebration assemblies, work scrutinies and subject leader reports.

- **Pupil interviews**

- Senior staff, subject co-ordinators and governors take regular opportunities to listen to the views of pupils in relation to their experience of PE at our school and their feedback actively informs subject development through our curriculum action plan.

## SMSC

### Spiritual

- Experiencing and reflecting on feelings of determination, exhilaration and enjoyment.
- Learning to appreciate and enjoy the way their bodies work and can be used to express emotion (e.g. in dance).
- Gaining a sense of achievement.
- Developing positive attitudes towards themselves.
- Learning to know and challenge their own physical limits.
- Developing a healthy body and a healthy mind.
- Understanding that body, mind and spirit influence each other.
- Enjoy and know the quality of stillness.
- Shared activities/team work developing a sense of belonging.

### Moral

- Reflecting on the need for rules.
- Developing a sense of fair play and positive sporting behaviour.
- Considering the issues around enhancing performance (including the use of drugs).

- Reflecting on values surrounding 'competition' (including 'winning at all costs').
- Examining issues in sport such as: racism, sporting heroes as role models, sports wear etc.

### **Social**

- Learning how to manage feelings and controlling aggression when working with others.
- Developing social skills of co-operation, responsibility, communication, personal commitment, loyalty and team work.
- Learning how to handle success and defeat with dignity.
- Discovering the role of sport/dance in society.
- Learning to take responsibility e.g. as team leader/coach.
- Looking at how people show they belong to a group e.g. sports wear, team strip etc.
- Considering the social aspects of sport (e.g. leisure).
- Awareness of others' needs, particularly physical.

### **Cultural (including British values)**

- Learning dances from different traditions, including their own.
- Playing traditional games and recognising their importance locally, nationally and internationally.
- Understanding the importance of activities for different cultures.
- Exploring the contribution of sport/dance to the arts.
- Being aware of different cultural attitudes towards aspects of physical activity.
- Considering sub-cultures in sport – teams adopting names of international sides.

### **Training**

Please see Training Folder.

### **Enrichment**

#### **Outdoor adventurous activity**

Forest school  
Residential

#### **Swimming**

Swimming in every year group including Key Stage One.

#### **Extra curricular activities**

Sports clubs and sports clubs are available before and after school every day.

#### **Sporting champions**

School enter and win a number of competitions every year and often get through to Level 3 competitions e.g. winning Uttlesford gala and through to Essex finals gaining second place (summer 2024).