

St. James' C of E Primary School

PE and Sports Action Plan 2019 - 2020

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Achieved the Gold Schools Games Mark for the 2nd year running</p> <p>Received a MOVE MORE award for creating an environment to get every child active.</p> <p>Increased participation in Level 2 and inclusive school games for a third year running – <i>St James' won the Move More Large Schools Participation award 2017/2018 (2016/2017: 449 pupils 23 events 2017/2018: 508 pupils attending 26 events) 2018/2019 466 pupils attending 31 events</i> This number doesn't include other sporting events we attend outside of our sport network at local secondary schools.</p> <p>Increased focus on Mental Health and Wellbeing driven by the staff focus group. Invested sports funding into the Bronze Move More Health Package which enabled us to have a Health Activator every other term to support the school community in improving our mental health and wellbeing: led children and parent workshops, ran family 'Real Play' Club, supported children in active play at lunchtimes. Whole school engaged in the passport programme.</p> <p>Inclusive house events continue to be part of the sporting calendar each term, engaging the whole school with Level 1 competitive sporting events: House Football and House Diamond Cricket (new event for this year) with 45 Year 6 leading the Infant Sports Day stations for the second year in a row.</p> <p>Continue to provide a rich and varied afterschool extra-curricular club provision with 1 Club this year engaging families with Active Play through the 'Real Play' Game and general multi-sport activities - see 2019 parent questionnaire feedback</p> <p>Continued to have an excellent relationship with Cheltenham Town Community Team: Ryan Godwin worked with 1 Year 5 pupil for 10 weeks on the Premier League Reading stars programme, the team worked with Year 6 and teachers for 10 Football CPD sessions, 3 teachers attended the Primary Stars Premier League Coaching Day, trained Girls Football team at lunchtimes</p> <p>Established a new relationship with a Tennis Coach, Chris Warner from East Glos. Tennis Club, bringing a tennis coach into school.</p> <p>Target clubs and support in PE sessions to prepare pupils for Level 2 competitions: Gym Coach,</p>	<p>This section to be updated when we receive the data needed.</p> <p>Increase the activity levels of our pupils from 2017/2018 <i>Sport England Active Lives Children and Young People Survey 2017/2018 130 pupils from Year 2,4 and 6 and 15 Year 2 parents completed the survey 19% of pupils are doing 60 minutes of moderate to vigorous activity 7 days a week. 75% are doing vigorous activity at least 3 days a week. Boys and Girls are equally active.</i></p> <p>Maintain and improve pupils attitudes towards sport and physical activity <i>Sport England Active Lives Children and Young People Survey 2017/2018 Years 3-6 only 93% of pupils feel confident when exercising and playing sport 78% find sports and exercise easy 97% feel that they understand why exercise and sports are good for them 95% enjoy taking part in exercise and sport</i></p> <p>Continue to provide CPD for staff focusing on PE lessons not only teaching skills and attitudes but ensuring pupils are engaged in moderate to vigorous physical activity. (contribute to 60 minutes of physical activity in a day) <i>PHE : Around two in ten children aged 5-15 years meet the Gov. recommendations for physical activity (boys 21%, girls 16%)</i></p> <p>Promote and support pupils and parents knowledge of how to keep themselves healthy, including through exercise and healthy eating. Pupils making informed choices about eating and physical activity. 2017 National child measurement programme: <i>16.8% of St James' Reception pupils were overweight or obese compared to 22% across schools in England and 23% in Glos. LEA 22.8% of St James' Year 6 children were overweight or obese compared to 34% across all schools in England and 32% in Glos LEA</i> 2018 National child measurement programme: <i>15% of St James' Reception pupils were overweight or obese compared to 22% across schools in England and 23% in Glos. LEA</i></p>

<p>Cheltenham Town (Girls Football) – Achieved County Final, Hockey club- Achieved Level 3, PE Apprentice led Cricket Club – reached County Final, American Football club-Came 2nd narrowly reaching the national Final</p> <p>For the 3rd Year running we have supported a PE and Sport Apprentice from ‘Move More’, who worked alongside teachers supporting and leading PE sessions, supported a strong team of 10 Year 6 sports leaders and ran an afterschool club each term.</p> <p>Staff CPD monitored for sustained confidence and competence: Reception Real Gym, Cricket, Football, Tennis, Ultimate Frisbee, Lacrosse and Quidditch.</p> <p>High Quality PE provision through high quality teacher CPD and children given the opportunity to experience alternative sports: Reception: REAL GYM Coach, Health Activator and Balanceability/Skateboarding Year 1: Tennis Coach and University of Gloucester Sports Student, Health Activator Year 2: Tennis Coach, University of Gloucester Sports Student, Health Activator Year 3: Health Activator, PE Apprentice, Tennis Coach, University of Gloucester Sports Student Year 4: Fun Fit, Health Activator, Ultimate Frisbee/Quidditch Year 5: Quidditch/Ultimate Frisbee, Tennis Coach, PE Apprentice, Health Activator Year 6: Cheltenham Town Football Coaching, PE Apprentice, Health Activator</p> <p>Increased number of girls engaging with Girls Football due to new Year 2,3,4 Girls Football Club and Girls attending Wild Cats Football clubs outside of school. 3 girls now play competitively for Cheltenham Ladies</p> <p>Developed a strong relationship with University of Gloucestershire Sports department who provide students to run after-school sports clubs and 2 students supported PE sessions in Curriculum time for 1 term.</p>	<p>22.8% of St James’ Year 6 children were overweight or obese compared to 34% across all schools in England and 32% in Glos LEA Findings from the ‘Food education and learning landscape study’ to support this aspect of our provision</p> <p>Achieve the Gold School Games Mark for 2nd Year running 2016-2017 achieved Silver Games Mark 2017-2018 achieved Gold Games Mark</p> <p>Take part in the Sport England Active Lives Children and Young People Survey 2018/2019 and compare and improve on 2017/2018 survey.</p> <p>Documents supporting the 2018/2019 Action Plan The link between pupil health and wellbeing and attainment <i>Public Health England, Nov. 2014</i> What works in Schools and Colleges to Increase Physical Activity? <i>HM Government, Youth Sports Trust and the Association of Colleges Sport Oct. 2015</i> A practical Guide for School Leaders: Designed to Move Active Schools <i>designedtomove.org</i> The Sport England Strategy ‘Towards an Active Nation’ (2016)</p>
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	97%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	97%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	97%

<p>Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	<p>Yes/No 2 pupils attended Heidi's Heroes Intensive swimming Intervention programme</p>
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Academic Year: 2018/19		Date Updated: October 2018 April 2019 & July 2019		
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Further develop opportunities for physical activity throughout the day through active playgrounds, active teaching and engagement with parents to get active and play sport together.	<p>Black – Not Achieved Green - Achieved</p> <p>Develop and sustain Daily Fit 15 sessions where pupils are encouraged to get out of breathe: Mile a Day, Wake and Shake, zumba</p> <p>Continue to offer a wide range of afterschool clubs guided by the pupils through the sports council.</p> <p>Sign post pupils to sporting events outside of school e.g. Tewkesbury Triathlon, Badminton Clubs</p> <p>Sports Leaders to introduce and run personal challenge sessions at break times with a group of focus pupils. Supported by Apprentice</p> <p>Conduct termly 'active registers' so inactive pupils can be supported in increasing their activity. – 1 term only which identified pupils for inclusive events run by Move More</p> <p>Develop the 'Scrapstore' Playpod to encourage Junior children to get active and engage with imaginative and active play.</p> <p>New MDS attend Scrapstore Playpod Training St James' to host this</p> <p>Year 4 to take part in a 6 week FunFit programme focusing on 5 key components of fitness; cardiovascular capacity, strength, speed, coordination and agility. Children will also learn about the different components of fitness, how the body moves and how to effectively work as part of a team.</p> <p>Staff meeting to make staff aware of the obesity and inactivity trends. Show films shared at Move More conference last year to highlight that this</p>	<p>2 free as part of our membership plus £40 per person (1 extra free due to hosting the training)</p> <p>£480</p>	<p>Sport England Active Lives and Children Survey evidence greater engagement and attitudes to physical activity. Will be completed in the Autumn Term 2019. Due to staff changes at Active Gloucestershire we didn't receive the survey in July 2019</p> <p>Pupil surveys evidence the impact of fun fit 95% of pupils enjoyed this programme. Waiting for data from Matt Holdback</p> <p>Active surveys to include a section which asks children if they have joined a club/entered an event as a result of promotion through school. Will be completed in the Autumn Term 2019</p> <p>Audits throughout the year monitor number of junior children engaged with the play pod On average a 1/3 of Junior children engage with the playpod for imaginative and active play. The rest of the children are playing football, basketball, netball, chase and other games with only a few (10%) doing more sedentary activities. These children have been identified given them opportunities to be active through: attending swimming interventions, Sportsability, engaging PE sessions, identified to attend level 2 competitions e.g. Archery, Orienteering</p> <p>2 MDS attended Scrapstore Playpod training and feedback showed they had a greater understanding of the importance of play and risk and are better able to support the children in the playground</p>	<p>Children who are active at school and enjoy being active are more likely to be being active adults.</p> <p>Year 6 sports leaders to train Year 5 Sports Leaders in the Summer term in preparation for Autumn Term 2019</p> <p>Playpod is established for future years and scrapstore playpod is a growing company. All new MDS attend training so kept up to date.</p> <p>Links with external sports clubs maintained so coaches come into school in future years.</p> <p>As the impact of active lessons on the pupils ability to focus and learn is recognised and how to adapt lessons to include activity this will then become embedded in our teaching</p> <p>Staff from each key stage to attend courses and share with their phase colleagues</p>

	<p>generation could live 5 years less due to inactivity and poor diet. – Autumn 2019</p> <p>Fran Allen and Hannah Hanks Action Research Project</p> <p>Staff start considering and planning for greater movement and activity in their lessons where possible. Kagan and Magenta principles will support this but greater use of activity and the outdoor space could be used</p> <p>Staff to attend Move More training linked to active classrooms e.g active maths course</p>		<p>Lesson observations and pupil conferencing evidences pupils are more active throughout the day and within their lessons</p> <p>Fran Allen and Hannah Hanks completed Action Research projects on Active learning. Staff meeting training on Active learning and sharing their research June 2019</p> <p>Fran Allen has shared resources and websites to support teachers in getting outside, making lessons more active.</p> <p>Lesson obs. Evidence children are active in lessons and not remaining in seats throughout (Kagan principles support this)</p> <p>3 members of staff attended the Active Maths course which they are using in their maths lessons. The school is looking to purchase this resource to support teachers.</p>	
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Develop the schools culture in promoting aspects of pupils' welfare by supporting pupils and parents knowledge on how to keep themselves healthy, including through exercise and healthy eating.</p>	<p>Subscribe to the Move More Bronze Health Membership.</p> <ul style="list-style-type: none"> Health activator in school in Terms 1,3 and 5 Healthy Living passports to be used across the whole school: Physical activity, Mental Wellbeing, Healthy Eating and Sleeping. <p>Trial Healthy Eating and Living passport in Year 4 supported by 6 sessions run by the Health Activator Coach Autumn Term</p> <p>Whole school focus on Physical Activity during Term 3 in line with Health Activator coach being in school.</p> <p>Whole school focus on Mental Wellbeing in</p>	<p>£2500</p>	<p>Parent questionnaires evidence improved knowledge and understanding of how general health choices can impact on their children.</p> <p>All Parents who collected their children after school on 22nd May attended a Mental Health Open Event attended by:</p> <ul style="list-style-type: none"> Gloucestershire Healthy Learning and Living Gloucestershire Library Aces – police representative CCP- caring for communities and people Christians against poverty Teens in crisis Trailblazers clinical commissioning group No Child Left Behind <p>Parent Questionnaire: O-outstanding G –</p>	<p>Healthy Living passports are embedded in curriculum and are recognized as supporting and promote mental health and wellbeing alongside PSHE and PE</p>

	<p>Term 5 in line with Health activator being in school</p> <p>Health Activator to run a Real Play club: Open and Families identified by the Pastoral Team.</p> <p>Move More Health Coach to develop their role as a health activator. Their role will be to:</p> <ul style="list-style-type: none"> • Run Personal Best sessions with Sports Leaders for targeted pupils each Thursday Lunchtime • Run an after school club targeted at families to promote healthy lifestyles through physical activity and playing together: Real Play • Engage whole school with passbooks <p>Run family active clubs to promote families being active together.</p> <p>Targeted pupils attend a Sportsability programme engaging them with sport and giving them confidence to participate.</p> <p>Engage with parents through the Sports Scoop Extra each half term and regular Facebook and Twitter feeds about PE and Sport. Celebrating pupils sporting achievements, signposting outside clubs and agencies. Develop a new section in the scoop that will promote healthier lifestyles.</p> <p>Sports Scoop Extra which summed up the year was shared with parents this year. 2019/2020 we will go back to writing Termly Sport Scoop Extra</p>	<p>Good S-Satisfactory I-Inadequate</p> <p>How good are we at meeting our children's emotional needs: 0-42% G-43% S -1% I-1%</p> <p>How good are we at providing for our children's physical development? 0-42% G – 40% S-6% I-1%</p> <p>How good are we at promoting Healthy Lifestyles? 0-41% G – 40% S-6% I-0%</p> <p>Pupil conferencing evidence improved knowledge and understanding of how general health choices can impact on them.</p> <p>Whole School engaged in Mental Health Week – Parents workshop/Teacher Training/Pupils in lessons</p> <p>All staff using SCARF resources from Spring Term 2019</p> <p>Pupil conferencing: "We now park the car a few streets away so I can now scoot to school." "I don't go on my iPad an hour before bedtime like I used to." "I enjoyed the passports, they made me think about being active, I now go to park run every week with some friends."</p> <p>5 families attended the Spring Term Real Play Family Club run by the Health Activator and returned to attend the Summer Club.</p> <p>Pupil engagement with the passports and numbers of pupils who complete them.</p> <p>Whole School took part on the Mental Wellbeing and Physical Passports 60% of physical passports returned 50% of mental wellbeing (children found these trickier to complete.) We might have had a higher success rate in returning them if they were completed over a shorter period of time?</p> <p>Every class had a session with the Move More Health Activator which promoted the passport.</p> <p>Children engaged with Healthy Living display – see photos</p> <p>Sport England Active Lives and Children Survey evidence greater engagement and attitudes to physical activity.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Pupils experience quality teaching in PE that challenges them, develops their skills appropriately whilst also physically exercising.</p>	<p>Audit teachers' strengths and weaknesses in teaching and attitudes to PE at the start and the end of the year.</p> <p>Use coaching hours as part of SSN membership to provide targeted CPD.</p> <p>Train teachers in Reception to teach Gym using the 'Real Gym' resource and principles</p> <p>Coach to support Reception teachers in using Real Gym in lesson time</p> <p>Year 1 teachers to continue to teach gym using Real Gym resources.</p> <p>Support staff through training to ensure PE sessions are inclusive for all</p> <p>PE Apprentice to support PE sessions to improve the quality of provision by lowering adult to pupil ratio and supporting teacher in providing high quality provision.</p> <p>PE Apprentice to support Reception PE</p> <p>Engage with local sports groups to support high quality PE sessions and CPD</p> <p>Book INSET training for 2019-2020 for Real PE with a view to move from the Lancashire scheme to Real PE next year.</p> <p>Maintain links with 'University of Gloucestershire' providing a placement at our school for PE and Sport students. These students will run afterschool clubs and support/lead PE sessions</p> <p>Cheltenham Town Community lead 10 weeks of CPD sessions with Year 6</p> <p>4 staff to attend FA Primary Teachers Award</p>		<p>Monitoring sheets from teaching staff on CPD and courses attended</p> <p>Feedback from teachers and pupil voice evidences greater confidence in teaching Gym and pupils responding positively to this new approach.</p> <p>Higher ratios of staff in PE sessions due to Apprentice and University students will enable focused support for pupils to improve their skills and quality of movement</p>	<p>Year 1 teachers to continue to trial Real Gym approach to teaching with a view to roll out to the rest of the school in 2019/2020</p> <p>It is important for our pupils to receive high quality PE provision in order to develop their basic movement skills and physical literacy needed to make activity possible and 'more fun' later on.</p> <p>Strong links with the University of Gloucestershire will lead to sustainability in this relationship</p>

	<p>Gloucester Cricket lead 6 weeks of CPD sessions with year TBC</p> <p>6 weeks of Tennis coaching and CPD in Year 1 and Year 5 instead of Cricket this year. New link has been made with Tennis Club at East Glos Tennis Club.</p>			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Target the least active pupils through giving them the opportunity to engage with new sports and physical activities.</p>	<p>Identify how active pupils are through online SPWA pupil questionnaire at the start and end of the academic year</p> <p>Give pupils to opportunity to engage with new sports and signpost to clubs out of school e.g. Year 4: Lacrosse Year 5: Ultimate Frisbee Year 5/6: Lunchtime American Football, All year groups: afterschool cycling club Junior: Fencing/Archery/Skateboarding Clubs</p> <p>Target pupils to attend SSN Sportsability programme</p> <p>Engage pupils with the Sports leaders programme where pupils are encouraged to help out during PE sessions and lunchtimes – 15% of pupils for Gold Schools Games Mark</p> <p>Establish a 'School Sports Organising Committee' (SSOC) who work as a separate group and alongside the school council-Apprentice</p> <p>Co-ordinate with University of Gloucestershire, Cheltenham Town Community, Gloucestershire Tennis Club and Gloucestershire Cricket Board to support curriculum sessions and run afterschool clubs</p> <p>Co-ordinate with Gloucestershire Cricket board to source funding/coaches to run girls cricket</p>	<p>Coach: £30 an hour Total: £2280 Autumn Term: 14 x 2 hours = 28hrs Spring Term 12 X 2 hours =24hrs Summer Term 12 X 2 hours = 24hrs</p>	<p>SPWA pupil questionnaire and sport England questionnaire identify a higher percentage of pupils who are active</p> <p>Pupil voice evidence positive attitude to sport, getting active and engagement with new sports/physical activity Impact report Joe O'Hara Dec'2018 Alongside the Quidditch and Ultimate Frisbee skills year 5, as requested, have also had the chance to develop some of the values and activities that are valued by the school games and wanted to share with you the following information should you require it for evidence.</p> <p>Learn to Lead 24 children have had the opportunity to take part in leadership roles across the term, officiating, counting, timing, setting up activities and peer coaching. 16 of these were in Ultimate Frisbee and 8 in Quidditch.</p> <p>Intra-House Competition We have run 2 intra-house competitions, 1 for each of the sports.</p> <p>Personal Best Challenge In Ultimate Frisbee the children were challenged to increase the number of accurate passes they could make to their partner and many saw great improvements over the term.</p> <p>Impact Report School Games Values Joe O'Hara – Spring Term School Games Values We have actively discussed the values of Honesty, Determination and Teamwork through year 4's PE this term, culminating in a values led competition where teams were awarded bonus points, by their peers, for</p>	<p>Through engaging with Gloucestershire FA and Cricket board a strong relationship will be built for St James to be involved in future sporting opportunities</p>

	<p>clubs in school Year 3- 6. No funding available</p> <p>All Reception pupils to take part in the balanceability programme.</p> <p>Offer the children a balanced and varied extra-curricular programme from team sports with an aim to play on the school team and new sports that pupils won't access in the curriculum e.g. Archery, Tattybumpkins, Cycling Club</p>		<p>demonstrating these values in competition.</p> <p>Sports Leaders – Report – Sam Lane – Move More Apprentice</p> <p>Having worked with the sports leaders since September I can tell you that they have made phenomenal progress with their coaching and have become very professional. The first Monday of every term we come together to plan our sessions ready to start the following week. Together we have implemented the element of personal challenge in the playgrounds at lunchtime. Personal challenge is where instead of the sports leaders and I giving them the challenge, we tell them the task and they choose how hard they want to make it for themselves so they can develop their target setting skills and learn to take control of their own physical development.</p> <p>Throughout the year I have been able to pass the responsibility of the lunchtime activities over to the sports leaders and for them to lead it and plan it by themselves with occasional help from myself.</p> <p>As a group, we encourage the children to participate at lunchtime and encourage them to work in groups as well as individuals. Each week there is a different personal challenge which the sports leaders will implement into the activities.</p> <p>To conclude, the sports leaders and making great progress and and looking forward to continuing our sessions together and develop them on even further and continue their outstanding coaching skill!</p>	
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Key indicator 5: Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue to raise the profile and number of children who have the opportunity to participate in competitive sport and level 2 Move More events. KS1 to experience sport festivals between cluster schools:</p> <p>Gold School Games Mark</p> <p>Level 1 – 8 sports</p> <p>Level 2 – 6 sports</p> <p>B Teams – 3 sports</p> <p>C Teams – 1 sport</p>	<p>Pupils to have the opportunity to take part in a House Competition each term: Orienteering, Football, Diamond Cricket and Sports Day</p> <p>Work with Cluster school to organise at least 2 festivals for KS 1 pupils</p> <p>Buy in a coach for football club to ensure high quality coaching for A/B Football team and Girls Football Team</p> <p>Play and A, B and C teams where possible for Level 2 competitions e.g. Netball, football, Cross Country, Rounders</p>	<p>£30 per hour</p> <p>SSN Membership package</p>	<p>Achieve Gold Schools Games Mark for second Year.</p> <p>Gold School Games Mark achieved for 2nd Year</p> <p>Reach Level 3 in at least 2 events - Reached Level 3 in 5 events</p> <p>Autumn Term - Girls Football team reached the County Final and came second at this event. Won their round at the Hartpury Girls Football Tournament reaching the semi-final. Didn't get into final after losing to penalties.</p> <p>Autumn Term – Year 3 Curling Team reached the County Final</p> <p>Spring Term – Quicksticks Hockey B Team reached County</p>	<p>As the profile of competitive sports is raised, the number of children wanting to attend increases as they want to represent the school and be part of St James sports team</p>

	<p>Enter KS 1, Year 3 and Year 5/6 Key Steps Gym competitions</p> <p>Enter a KS1 dance into the Feetfirst Dance festival</p> <p>Ensure pupils are prepared for events through targeted clubs and curriculum sessions e.g. girls football training sessions through Cheltenham Town Curriculum sessions and lunchtime club</p> <p>Gloucestershire Cricket – run afterschool club/ Girls Lunchtime club and Year 3 target sessions. – Apprentice ran Cricket club which 25 children attended</p> <p>Gym Coach – Coach from Cotswold Gym Centre trained the team</p> <p>G & T pupils have the opportunity to develop their overarching skills to support their chosen competitive sport through attending a 10 week 'Maximise Your Potential' course</p>	<p>SSN Membership package</p> <p>£250</p>	<p>Final Gym coach for Year 2, 3 and 5/6 competitions. Gold silver and Bronze medals won</p> <p>Gym Coach from Bourton pn the Water trained gym team for gymnasts who compete for more than an hour comp – Bronze, silver and Gold medals won</p> <p>Summer Term – Archery and Open Cricket Team reached the County Final</p> <p>Greater number of pupils attend sporting events than 2017-2018</p> <p>Maintain being in Division 1 for the Athletics competition having been demoted in 2016-2017 and coming second in 2017-2018 to be promoted back.</p> <p>Parent helped run Athletics Club training them on Starting and baton changing for the Relay</p> <p>Came 13th out of 18 Schools – We will remain in Division 1 for 2019-2020</p> <p>Pupil voice – house events</p> <p><u>Impact Report School Games Values Joe O'Hara – Autumn Term</u></p> <p>Further to our conversation about utilising the School Games Values in PE I would like to share with you the tournament format we used to use the School Games Values to support the competition experience for your year 5 classes, should you need it for your evidence.</p> <p>We have been learning Quidditch in PE but used the School Games handball format for the tournament to make sure it counted as a level 1 School Games event.</p> <p>We discussed the School Games values of Honesty, Team Work and Determination and each team was given a score against each of these by a group of pupils, these scores were added to the match score to give an overall result.</p> <p>In the tournament all pupils in year 5 were given the opportunity to develop their leadership skills through officiating, setting up and scoring matches.</p> <p><u>Impact Report School Games Values Joe O'Hara – Spring Term</u></p> <p>School Games Values</p> <p>We have actively discussed the values of Honesty, Determination and Teamwork through year 4's PE this term, culminating in a values led competition where teams were awarded bonus points, by their peers, for demonstrating these values in competition.</p> <p>Inter-House Competition</p> <p>We have held 2 level 1 school games frisbee events with year 4.</p>	
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			Leadership 30 year 5 pupils have taken an active role in leadership across the term, mainly through officiating competitions.	
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2 Year 5 pupils who couldnt ride a bike were offered private sessions with our balanceability coach and after 2 sessions will be ready to ride for their year 6 bikeability programme. Mum has been signposted to the bike rental scheme and feels happier to support then in gaining confidence to ride.