



GREENSIDE FILM FACTORY PE Impact Report 2021 - 2022

A. Brief context:

Greenside is a 1 form entry school in Shepherds Bush. All year groups, including our Early Years, run a combined 2.5 hour PE session once a week. The combined PE sessions across the two classes have continued to work extremely well this year, and EYFS staff like being able to devote the time and space each week to actively promoting sport and healthy lifestyles to the students. Over the course of the year staff have focused on ball handling skills, dance, gymnastics and yoga and meditation. Across Y1 - Y6, classes have covered a range of sports including: basketball, netball, cricket, rounders, dodgeball, athletics, hockey, gymnastics and dance amongst others.

Each week students participate in a carousel of 3 different experiences with 1 being something completely different to the sport on offer e.g. yoga or dance. This means students can develop their skills in different ways meaning they are more likely to find an approach that suits them best whilst challenging them in other ways on the other stations. As the students start to deepen their knowledge of these skills, they are adapted to provide further challenges, or they are brought together to apply in an adapted game scenario to bring some level of competition to the fore. At the end of each session, a number of student awards are made for effort, sportspersonship and teamwork to reinforce the enjoyment of the games over purely winning aspects.

Our PE sessions for Y1 - Y6 have taken place in bubbles on different days. Students come to Greenside in PE kits to reduce the time lost getting changed. Classes are paired and mixed - N&R, Y1&2, Y3&4, Y5&6 - and work on a 3 station rotation with 2 skills for a particular sport taught on 2 stations and the 3rd being something completely different to ensure there is something for everyone. There is a focus every week on talking about healthy lifestyles and 'personal bests' to try and push every student to continually extend their own personal limits.

B. Key Action & Developments 2021-2022: (please refer to action plan or IIP)

- 1) Further improve the quality of the teaching, learning and progress of students within different PE and Sports activities and to increase the range of sports offered. This will include additional staffing within Greenside and external professional coaches working with us.
- 2) To encourage an environment of healthy competition through a number of routes so as to enhance the competitive nature of our students and provide real purpose for their PE learning. All classes are to be involved in a range of competitions across the borough, Greenside or Griffin and TEFAT this year.
- 3) To develop our healthy eating programme through our SMSC/ RHE programme and nature projects by ensuring that healthy eating is an integrated part of our curriculum model.
- 4) To further develop the external spaces at Greenside, specifically the KS1 space, to have a sporting focus and thus linking sporting opportunities into all outside spaces, to target KS1 skills specifically and to provide a link between our Outdoor learning priority and healthy living.
- 5) Develop participation opportunities for students to develop healthy lifestyles:

- a) Utilising professional coaches to work with students and provide staff CPD.
 - b) ICT opportunities to support the tracking of engagement.
 - c) Student Sports Leaders awards to drive engagement and competition.
 - d) In school and Inter federation competitions to provide purpose and develop friendly competition - Dance, fitness, gymnastics, athletics etc.
 - e) Extending the break and lunchtime offering through purchasing new equipment, developing the Sports Leaders and exploiting the new playground equipment effectively.
- 6) To promote engagement in and through dance.
 - 7) To increase the sporting engagement, enjoyment and development of skills through the provision of a wider range of sporting experiences during break times to enhance the natural play physicality during breaks.
 - 8) To inspire and develop the pedagogical skills of our staff by utilising professional coaches to build capacity and expertise within the school, strengthening the longer term delivery of PE at Greenside.

C. Evidence of Impact (including data) of actions & developments:

- In Autumn 1 our Dance leaders choreographed an original piece to tell the story of *Little Amal* (an 8 feet high puppet - representing a 9 year old refugee girl) as she walked from Turkey to London. Our student dance leaders taught our students and others in TEFAT as well as creating tutorial films ready for a world wide collaborative performance of our Dance to Welcome Little Amal in October.
- Student Sports Leaders were identified through an application and interview process with them then leading a whole school survey on the equipment that would engage students the most, taking account of all age phases with a focus on increasing the provision during break times. Following this survey, Sports Leaders have also been in charge of the 'Bucket Blast' and 'Horseshoe' games at lunchtime which has brought a significant level of engagement whilst developing their World Ready skills. More recently in the summer term, they have also been responsible for organising the Table Tennis matches.
- This has built on the lunchtime provision that has carried over from last year with Champ and Football still being daily activities that engage a lot of students. However, such was the impact of our netball provision in PE lessons that the students were inspired by
- Lunchtime staff were utilised for break times to move from purely supervision of students to support sporting activities during breaks so that sporting experiences are more formally organised and officiated, thus developing World Ready skills too. The impact here was most notable with the football at lunchtime which was often a source of disagreement with students. Now the matches are 'refereed' by a member of staff, the disagreements have reduced significantly, the students are getting a more real world experience of football and learning more about the actual rules and etiquette.
- This year our engagement in school competitions has increased and with some very successful outcomes. Our Mixed Y5 & 6 netball team competed for the first time in the LA competition and came 3rd the cricket teams only lost one match in their group of 4. We also participated in the TEFAT Olympics as part of our commitment to engage in TEFAT events to link our academies. We were delighted that two of our students won the TEF olympics - Sprint and Throw - with

another making the final for the jump, Emily. We now, therefore, have 3 of the top athletes in the whole of the Elliot Foundation.

- Our sports days took a different approach this year with us following a similar model to that imposed during covid with each bubble having their own competition. This meant we had a much improved attendance of families and the events could be even more closely focused to the skills the students had been learning in PE sessions, along with a few fun activities too. Students were clear that they much preferred this experience as did the families.
- Our performances this year have been created so that dance is seen as an exciting alternative to traditional sporting activities and thus engage some of the less active students.
- TEFAT Dance Performance: TEFAT celebration of dance telling the story of our 'journeys' at the Leicester Square Theatre. The TEFAT Dance showcase was a beautiful opportunity for us to break student boundaries by exploring ballet as our chosen art form. Every student Greenside had the opportunity to work with a professional ballet teacher. Those who showed particular interest and talent were then grouped to choreograph a performance for the Leicester Square theatre. This engaged a number of students who had not previously shown an interest in dance, let alone ballet, particularly some of the older boys. The show was sold out and 9 academies from the London TEFAT region performed different styles of dance. It was an incredible performance and an amazing experience for students. Greenside was the host academy - organizing the event!
- This year we have also benefited from the engagement of a number of sports coaches. We have had two sports coaches each Friday to support our Y5 and 6 staff and students. This has meant that staff have been able to develop more ideas about how to deliver different sports and the key techniques to look out for. We have also had a professional tennis coach work with the whole school. This has been a new introduction for Greenside so it has been great to offer a new experience for our students and for our staff to see how this sport can be delivered in the different age phases.
- All of our students enjoy a nutritious, vegetarian lunch each day and are actively involved in growing the produce that we use. All our students are involved in the year long nature project aimed at improving the quality of the soil which directly links into supporting learning about healthy lifestyles.

D. Key Current Strengths in this area:

- Increase in the level of successful results in competitions e.g TEFAT Olympics, netball, cricket.
- Diversifying the opportunities for physical education - adding ballet, tennis, netball to the experience.
- Break time activities engage a large number of students.
- Healthy food provision and learning about healthy eating and cooking.

E. Please identify the 3 things you are most proud of this year:

1. Two of our students won the TEF olympics - Sprint and Throw - with another making the final for the jump, Emily.
2. Y5 & 6 mixed netball team came 3rd in the LA competition.
3. Greenside ballet performance at TEFAT Dance Showcase.

F. Key contributions made to Greenside Experiential Learning Model and overall successes - please also reference links to new Ofsted framework III

- Where learning is everything and everything is learning, the opportunities to engage have been very diverse. From the obvious PE lessons to ballet performances, LA competitions, STAR Day learning about healthy eating and break time experiences led by student leaders.
- Our PE planning is organised as a 3 station carousel so that there is always something for everyone to engage in whilst also offering a progressive pathway. This means we can drive progression and engagement by having a range of experiences available, as we would in class.
- Student Leadership is a key part of our sports break time provision. This provides students with opportunities to develop their World Ready skills whilst also improving the sporting provision for the least active by offering lots of different experiences.

G. Lessons Learnt & action/ developments (next steps) for 2022-2023:

1. Reorganisation of PE provision to allow for a wider range of assessments both summative and formative.
2. Mapping of LA sporting competitions to match PE sessions to allow for even more involvement in sports competitions.
3. Focus on identifying the key techniques students are working on and ensuring they can articulate this and reflect on their development of it.

H. CPD recommendations for 2022-2023:

1. Opportunities to build on the excitement and engagement of netball to ensure staff can take it to the next level next year, particularly with the more complex rules of game play.
2. CPD to develop staff understanding of sporting rules at a higher level to challenge students who are performing at the highest level.
3. Greater range of warm up, fitness and strength conditioning exercises to be introduced and assessed for progression.
4. Developing a better understanding of the progression in dance skills.
5. Implementing different strategies for assessment and tracking of case study students.
6. Opportunities for photo and video reflection for students.

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