**Case study of effective practice**

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| **School:** West Heath Primary School  **Post Code:** B38 8HU  **Main Contact and role:** Adam Hooper (PE Teacher & Senior Manager)  **YST Member:** Yes  **DATE:** 18/07/2018 | **Focus on** (please tick)**:**  **PE:** Yes  **School Sport:** Yes  **Health & Wellbeing:** Yes  **Whole school impact:** Yes  **Physical Activity:** Yes |
| **Context (background info)**  In 2013, West Heath Primary School was a failing school; it was placed in Special Measures in October 2013. Through Physical Education and School Sport, West Heath Primary was removed from Special Measures, in June 2015, and was graded as ‘Good.’ The Youth Sports Trust wrote an article about West Heath Primary School in their Inspire Magazine, Autumn 2016 edition, under the title ‘PE and Sport Turned our School Around’.  The school is in an area of deprivation where 52% of children are entitled to Pupil Premium Funding.  Since 2016, the school has continued to improve using PE and School Sport as its main curriculum driver. We believe that children don’t want to sit behind desks staring at interactive white boards; instead they want to be immersed in deep and meaningful learning experiences and activities where they physically interact with the world around them. We believe children are naturally inquisitive and have a desire to explore, therefore it is our job as primary practitioners, to create an environment that encourages pupils to grow and learn through play. This philosophy underpins the whole school curriculum!  *A range of teaching and learning styles is clearly evident. The curriculum is stimulating and engaging, including a range of visits and visitors to support learning. The school has two curriculum drivers: sport and values, which permeate all they do* ***(Basic Skills Quality Mark, July 2018)***  This case study aims to demonstrate the impact of a sustainable, high quality PE program and to highlight the importance of embedding PE and School Sport within a school curriculum. West Heath Primary School is testament to the impact physical activity has on creating happy, healthy pupils who are engaged in the learning process.  *Pupils’ behaviour at break and lunchtimes is excellent, as almost all pupils are engaged in the vast array of activities on offer. These include, for example, basketball, tennis, football, dodgeball, library club, music, dance, cinema club, gymnastics and computer club. Many of the staff can often be found taking part with the children. (****HMI 2015)***  The Leadership Team were recruited to West Heath Primary due to the fact that it was failing. The team had used PE as a tool to gain Outstanding status at a previous school. West Heath Primary was graded ‘4’ in all areas and was placed in Special Measures in October 2013, following a request from the new Headteacher! The behaviour of the children was poor, exclusion rates were 10 times higher than the national figure, attendance was 91% with persistent absence at 14%. Children did not want to come to school! Staff attendance was considerably lower than local and national figures and stress was cited as the main reason for poor absence. 5/14 classes were taught by supply teachers. Parent satisfaction in the school was low and there was a general lack of positive engagement. 38% of teaching was graded as good or better, there was no outstanding teaching! Attainment and progress was in the bottom 5% of schools nationally.  The Governing Body was disbanded in October 2013 and a new board was established. The Headteacher and new Chair of Governors worked to set the vision based upon agreed curriculum drivers. These were identified as Sport and Health and Values Education.  The school’s initial aims were to recruit staff, lower staff and pupil absence and lower exclusion rates. The first thing that the Headteacher did was to introduce Values Education and recruit a PE Coordinator and Sports Coaching Company. Sport was introduced into all playtimes and lunchtimes; free afterschool clubs for all pupils were made available and school sports teams were established. All children were timetabled for 2hrs PE each week and the sports coaches taught multi skills to all children in EYFS. Teaching Assistants were involved in all PE lessons and received training in physical development. Lunch time play leaders were trained as young coaches. Work experience was offered to local secondary schools to raise aspirations. Head sports boys and girls were nominated and voted for by the whole school following manifestos. Sports reporters were recruited through the school ‘job shop.’ Forest School was implemented to further enhance children’s physical development and this was supported by sports coaches.  *The enrichment programme (break, lunchtime and after-school activities) is impressive. (****Ofsted 2015****)*  In the first year, there was a 71% staff turnover but PPA was fixed with PE teaching and all teachers had PPA regardless of what else was happening in school. Pupils who were in danger of exclusion were given 1:1 support from a sports coach and additional PE/sports was used as an incentive to work hard. In the first year there were no exclusions, school attendance rose to 95%. Staff absence fell to be in line with local figures. Parents attended afterschool sports teams and welcomed the afterschool clubs, stating that *‘My child couldn’t go to clubs before because I couldn’t afford them!’* PE kit was supplied to all children and the expectation for participation was outlined via the school’s Passport to Success.   * *Governors make sure that the school is delivering good value for money. They check how the pupil premium and school sports funding are spent and the impact these have on the achievement and wellbeing of the pupils.* * *The Head teacher’s spending plans are carefully scrutinised and challenged where appropriate. As a result, staff and resources are used effectively. (****Governing Body Review February 2018****)*   18 months after being placed into Special Measures the school was graded ‘Good.’ In all monitoring visits and in the final inspection report, high quality PE and sport were cited as being a vehicle for change.  *The primary school sports funding is used well, and physical education and sport are strengths of the school. Most pupils take part in physical activity or represent one of the many school teams for boys and girls that include rugby, football, netball, basketball, gymnastics, athletics and cross country. Pupils’ physical skills are improving. As a result, an increasing number of teams and individuals are achieving success in inter-school and district competitions. Regular fitness testing and exercise have resulted in almost all pupils’ levels of fitness improving.****(Ofsted 2015)*** | |
| **What were you trying to achieve? Are there links to any whole school priorities?**  The school’s vision is to enable our children to develop healthy lifestyles physically, emotionally and mentally. We aim to…   * Achieve excellent attainment and progress for all children based upon a desire to learn and willingness to learn * Ensure that children leave our school with an understanding of how to keep themselves safe * Ensure that children know how to maintain good health as they move into the world of work * Engender a growth mind-set * Give all children opportunities to excel in a range of sport and physical activity.   The school aimed to gain parental support and establish itself as a ‘Good’ school in the school community. Through staff training, the school aimed to increase the core offer and take part in local and wider competitions including signposting children to community and professional clubs. | |
| **What actions were taken? Who was involved? What did you do? What did it look like?**  The whole school community was involved but primarily the school improvement was driven by the Head teacher, SLT and PE Coordinator. A sports coaching company was enabled to drive the initiative with a Secondary PE teacher steering the direction. The sports coaches were available at playtimes, lunch times, after school and supported vulnerable children in lessons. Children at risk of exclusion were championed and children who had an unhealthy lifestyle were targeted for health and wellbeing programmes. The PE Coordinator was given full backing from the Governing Body. Parents were quickly engaged as they saw the importance the school was placing on children’s enjoyment and engagement in all lessons. Afterschool clubs were offered to all children free of charge and PE kit was provided so that children had the tools needed in order to take part. Swimming lessons were introduced and parents were not expected to pay. The commitment was to ensure that PE and sport was accessible to all. SEND groups were created and SEND children were given the opportunity to work together to problem solve and take part in intra and interschool competitions which they would not otherwise have been involved in. The school committed to ability groupings across a year group so that all children were working within their ability range. Targets were set for all children and because of the range of curriculum sport and exercise offered flexible groupings emerged.  *Talented pupils in sport are given numerous opportunities to develop their skills and performance. As a result, an increasing number are achieving success in inter-school matches and by being selected for teams representing the district or county.  (****HMI, 2015****)*  A significant budget was set aside for equipment, transport and training.  The school applied for PE Quality Mark and were successful in gaining the award. Sainsbury’s School Gold award was achieved, a trophy cabinet has been extended and Health for Life award has been gained. A recent Basic Skills Quality Mark assessment cited the way in which children are encouraged to learn physically was a strength and a clear indicator of progress.  *Teachers are encouraged to ensure lessons are active and engaging and make use of physical resources and the environment.* ***(Basic Skills Quality Mark, July 2018)***  Daily walks, a commitment to children being outside in all weathers, sports kit sponsorships and £11,000 raised by the parents for school minibuses, is testament to the commitment of the community. EYFS have dedicated PE lessons as well as a physical element every day. EYFS children are taught by the sports coaches monitored by the PE Coordinator.  All teachers, through a programme of training are timetabled to observe the PE Coordinator for cross curricular pedagogy and to reflect on their own practice. The school SDP includes actions for all staff to incorporate Physical activity into lessons and school planning documents include the expectation that lessons will have a physical element.  The PE Coordinator has developed a school assessment system which incorporates physical ability, mindset and core values. Following the implementation of the PE assessment, a values initiative (implemented by 3 year 2 children) was developed. The initiative is based upon the values expected in PE lessons and is now integral to the school ethos. The values of the school were renegotiated with staff, governors and children following a whole school conference with Physical Activity and Growth Mindset as the core themes.  Value%20Words.png  Following a visit to Finland, to look at the success of their education system, daily active breaks were introduced into lessons. The school is now establishing links with the Finnish school who had Physical Activity at the core of their school identity.  Sports Week and Outdoor Adventurous Activities Weeks enhance the provision and development of the whole child. Parents take part in all aspects of Sport week including the fundraising Fun Run, closing Ceremony and individual year group sports. OAA was introduced as part transition with new teachers taking their classes and identifying their strengths and areas to develop, the focus was primarily on resilience and mindset. Bike ability further enhances OAA week.  Swimming for all children in Y3-6 has been further developed and higher ability children are given additional lessons in order to compete in swimming galas.  Holiday Sports Camps for working parents and respite places for pupils, who are on the vulnerable list, were implemented. | |
| **What was the impact on participants? What have been the positive impacts of this work on the young people?**  The school was in the highest 10% for obesity levels and is now in the lowest 5%. This has been achieved over a 4-year time span. Results have risen from significantly below national standards to above national in all areas of the curriculum.  Over 70% children attend clubs after school.  **Young person quote:** *It’s my favourite subject. It’s not boring and I can use the information from the PE lessons to do my maths, it means something rather than seeing it in books. (Year 6 child)*  *I understand how my body works and why I should take care of my it. (Year 2 child)*  *I love it! It makes me happy and I am really good at it! (Year 3 child)*  *I do all of the clubs after school and have been to loads of different places to take part in competitions. I feel proud to be part of the school team. (Year 5 child)*  *PE day is my favourite, I always come to school on PE days. (Year 3 child)*  Through a continued focus on Sport and Health, Values for Life, the school has continued to improve and attendance rates are above national expectations, exclusion rates are below national and the school’s results in national tests have improved from significantly below national standards to above national in all external tests at all key stages. The % of children who are overweight/obese has decreased to below national average. 420 children now attend the school and there is a waiting list. | |
| **What was the impact on the school? i.e. have they changed their offer or the way they deliver it? Which priorities has it impacted on?**   * Removal from Special Measures, * Several external awards, * Raised attainment and progress, * Raised attendance, * Lower obesity rates, * Lower exclusion rates, * Several children professional sports clubs, * Increase in children attending community clubs, * Increase in the % children able to swim, * PE Quality Mark Award, * Sainsbury’s School Sports Gold Award.     There is no compromise:  ***Head teacher quote:*** *Physical activity and health are our main curriculum drivers and the area that umbrellas everything we offer in our curriculum. The passion of a PE specialist was key in driving the vision through relentless passion and ability to influence. There is an unwavering commitment to PE and Sport from all members of the school community, we fundamentally believe that children learn best when they ae active and fully engaged in their lessons. (Mrs Hooper, Head teacher)*  ***Parent quote:*** *My child has special educational needs, she wouldn’t engage in team activities, we were concerned about her at school and her ability to work with other children. Through the support of the PE teacher and opportunities for our daughter to attend SEND events outside of school, her confidence has grown. Watching her take part in school PE and sport activities is a joy. She now attends a gymnastics club outside of school. (Year 1 parent)*   * There is currently a new school being built on the school site, the Headteacher and PE Coordinator have worked with the contractors to ensure a larger sports hall, playing field and Multi use Game Area are built. The school will enhance their core offer. There is no compromise that all classes have 2hrs of PE each week. Moreover, with the new facilities, it is anticipated that additional time will be allocated to physical activity throughout each day. | |
| **Top tips: What were the key things that made this work?**  Our school vision statement puts PE and Sport at the heart of the school.  *We believe at West Heath Primary School, that all children have a right to an education that offers varied and exciting learning opportunities. Our vision statement ‘****Be a Star…Shine Bright!’*** *demonstrates our commitment to an inspiring, innovative learning journey for West Heath Primary School children. Through our curriculum drivers we aim to achieve our vision for all children. Through Values Education, empower all pupils to become respected citizens who make valuable contributions both locally and globally. By paying attention to the whole child, make sure that children understand the importance of being physically activity and living a happy, healthy life. (****WHPS vision 2018)***  The school employed an experienced PE Coordinator who has excellent knowledge of the national curriculum and assessment, supported by highly qualified coaches, trained to national standard in a variety of sports and who hold professional body coaching awards and/or PE/Sport degrees. The Head teacher’s lack of compromise on the quality of PE lessons and coaching has been fundamental to the PE/Sport programme. Professional development for the PE Coordinator in leadership and management has meant that the raised profile is articulated both internally and externally, through the School Sports Partnership. The PE Coordinator gained accreditation to train adults, this has led to training for all staff in aspects of PE/sport and health.  Insisting that there is a physical element in all curriculum lessons and key areas of school for instance, in every assembly there has to be a physical element such as ‘Jumpstart Johnny’ (this is written into the Assembly Policy.)  The commitment from the Governing Body, support from teaching staff, parents and children are key. PE and Sport is given a considerable budget each year; it is the main curriculum driver and underpins all aspects of the curriculum. | |
| **Next steps? How are you embedding and sustaining the activity? How are you extending and developing the impact of this work?**   * The SDP 2018/19, has Physical Activity as a core action. As the school moves into its new building, the PE Curriculum will be further enhanced; there will be more opportunities for community involvement because of the extended facilities. A community programme will be initiated. * The implementation of Physical Literacy and Maths following training from Youth Sports Trust, will be monitored through year group reviews. Additional training will be given and opportunities to observe colleagues will be facilitated, as necessary. * All teachers, as part of their 1265 hours of directed time, will be expected to run an afterschool club/team. The PE Coordinator will monitor all clubs and provide training for all teachers running teams so as to ensure that they are a high quality. Pupil voice will be used to implement clubs which the children want to take part in. These clubs will be enabled through the extracurricular provision. * Additional swimming lessons will be provided to all Y3-6 who cannot swim. * There will be an increase in whole school opportunities for parents to work with children through a range of afterschool activities, which are sport related, fitness related or physically active such as gardening and forest school. | |

**Completed by: Adam Hooper (PE teacher)**