



# Impact Report



Creating a new  
ambition for **EVERY** child

In partnership with **create**  
development



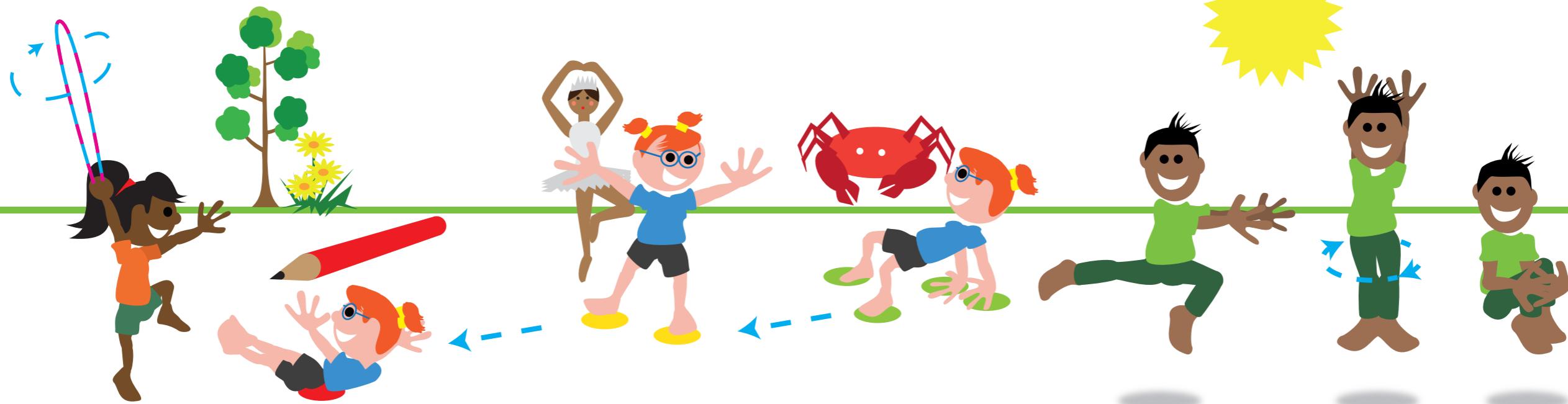


# Impact

**real legacy** is an ambitious two-year programme, personalised for our school to make a **real** difference and create a **real legacy** for **EVERY** child.



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# Subject Leader Report

**Developing positive relationships with physical activity for life for **EVERY** child through:**

- Sustainable progress and impact ● Outstanding learning
- Cultural change ● Whole school development

## Why we chose **real legacy**

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**Brings together  
the school,  
home and  
community  
to enable  
cultural  
change**





# Staff training and support

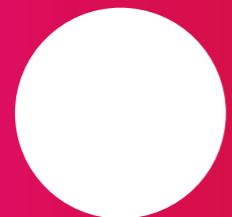
With the support of Create Development, we have committed to improve the quality of PE teaching through a new approach to PE, supported by a comprehensive programme of training and support.

Our aim has been to increase the quality of teaching and learning by: increasing staff confidence, establishing a growth mindset amongst staff, encouraging and facilitating ongoing internal lesson observations and staff taking greater responsibility for their future development.

## What percentage of staff enjoy teaching PE?

(Insert figures in each circle.)

Before

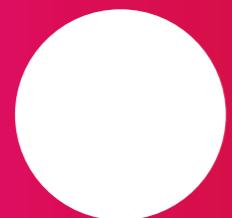


After



## What percentage of staff feel confident to teach PE?

Before

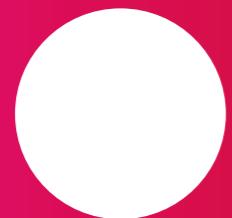


After



## What percentage of staff feel empowered to teach high quality PE lessons?

Before



After



## Where we are now:



# Teaching and learning, assessment and planning

Our aim is to ensure that **EVERY child** develops a positive relationship with physical activity for life. To help achieve this, we have been working towards ensuring all children are participating in PE lessons with activity levels high and that all pupils' needs are met.

We aim to ensure different needs are catered for through clear and established learning journeys, by embedding assessment for learning, ensuring collaborative learning is integral, and that learning is celebrated and shared. To support us, we have used Create's Learning Nutrition Framework (see appendices) to identify strengths and areas to develop for all staff.

**Creating  
positive teaching habits  
to develop  
positive learning behaviours**

“





# Teaching and learning, assessment and planning

To view our Learning Nutrition Wheel report, click on the following link:

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## What we've achieved:



**Ambition**



**Clear personalised outcome (shared and agreed)**



**Success and failure (appropriate challenge)**



**Praise for positive behaviours**



**Celebration and review of progress**



**Coach and support others**



**Control**

## Our next steps:



# Pupil achievement and progress

Through the development of staff confidence and a focus on improving the quality of teaching and learning, our aim has been for every child to enjoy, feel successful and challenged in PE.

We want to ensure all pupils make clear, sustained and evidenced progress aligned to the assessment framework (see appendix), reinforced by consistent praise of positive behaviours and effective review and celebration of progress.

Over time we are expecting, through support and guidance, all pupils to develop a growth mindset to accept and embrace challenge and a culture where they want and expect to do well.

## What percentage of pupils enjoy PE?

(Insert figures in each circle.)

Before

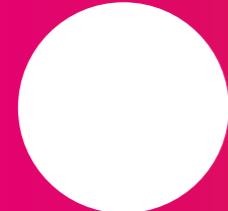


After



## What percentage of pupils feel successful in PE?

Before



After



## What percentage of pupils feel challenged in PE?

Before



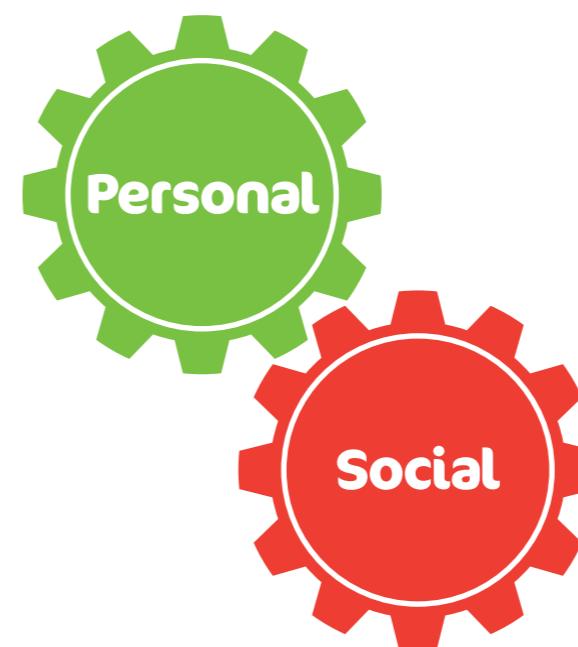
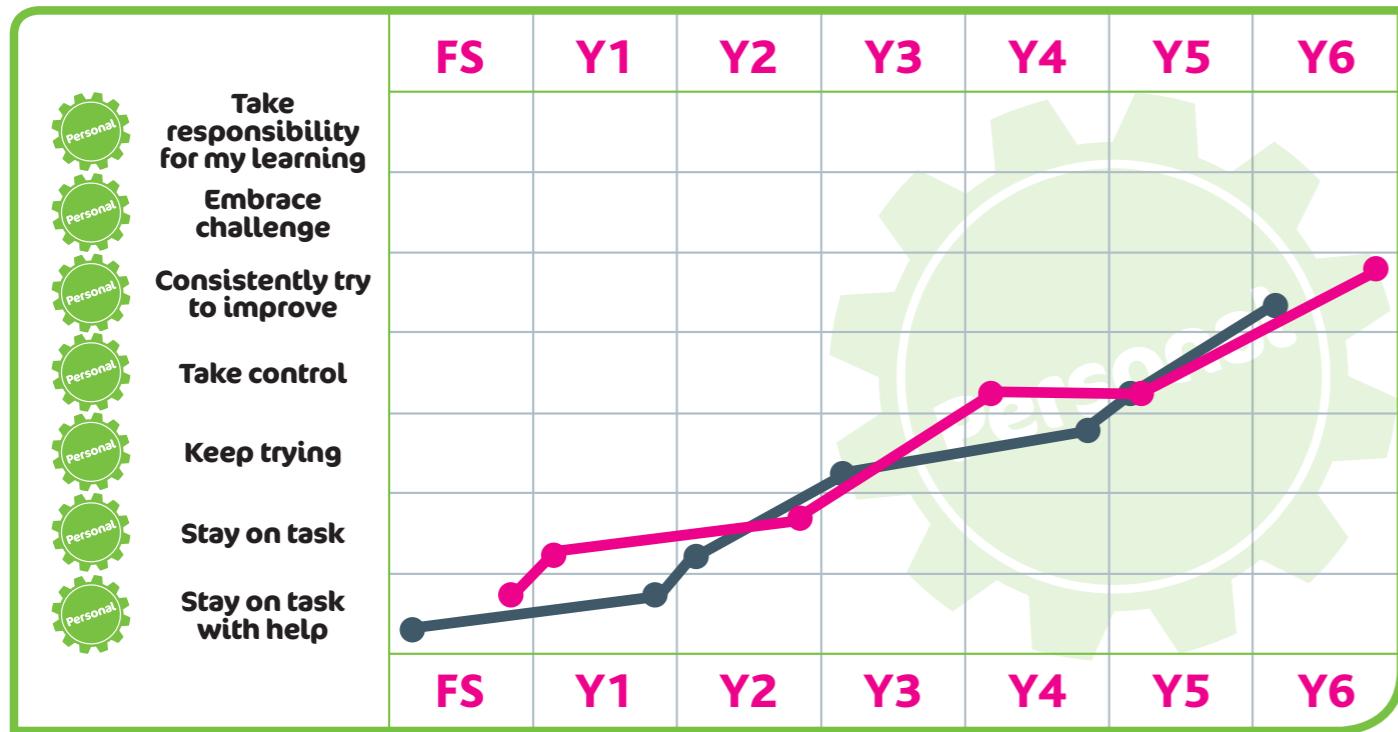
After





# Pupil Progress

Clear learning journeys are established so that pupil progress can be recognised.  
 Less able pupils are supported effectively and the more able appropriately challenged so all groups make clear and evidenced progress.  
 All pupils are making secure and sustained progress aligned to the assessment framework.  
 A culture of high expectation with an established growth mindset amongst pupils is evident.



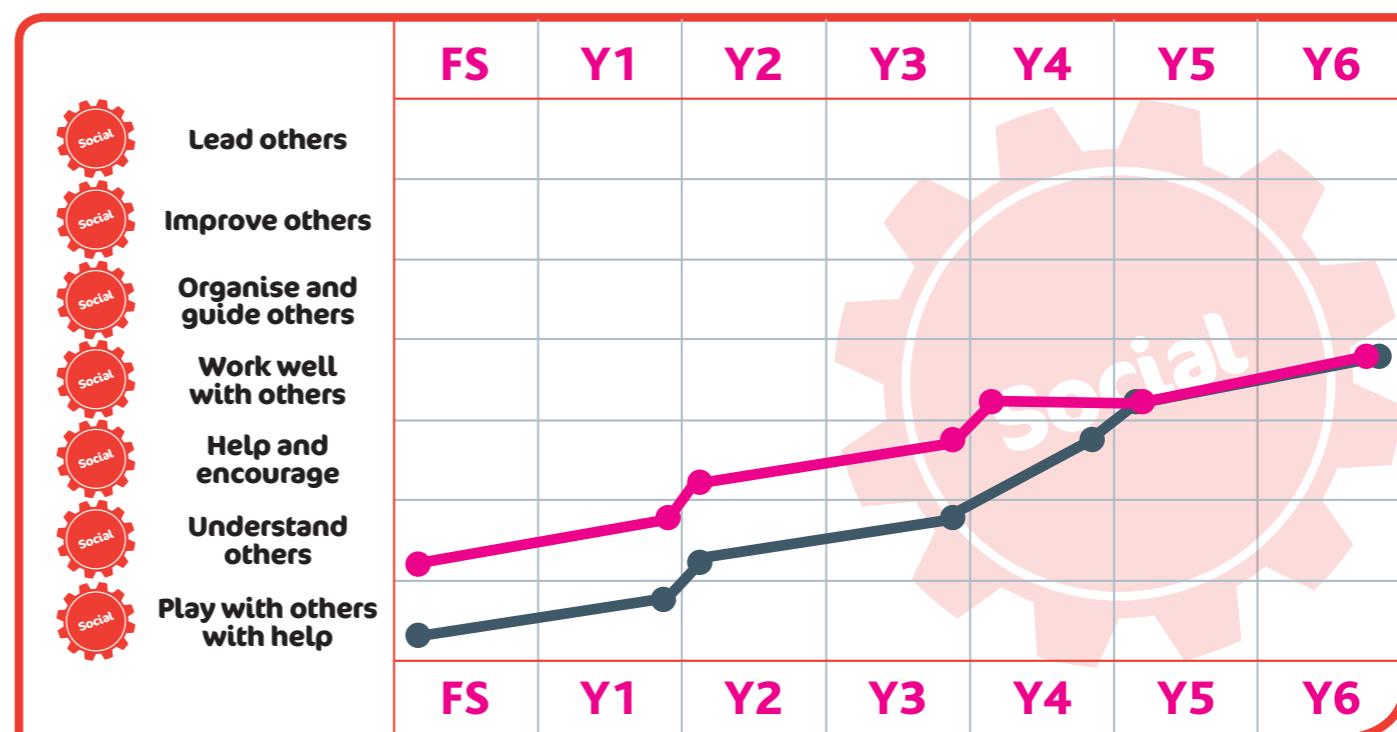
**These graphs show improvements in children's learning behaviours (Personal and Social abilities) as developed through real PE within the academic year.**

## KEY for Pupil Progress graphs:

- Initial assessment
- Re-assessment

Date October 2020

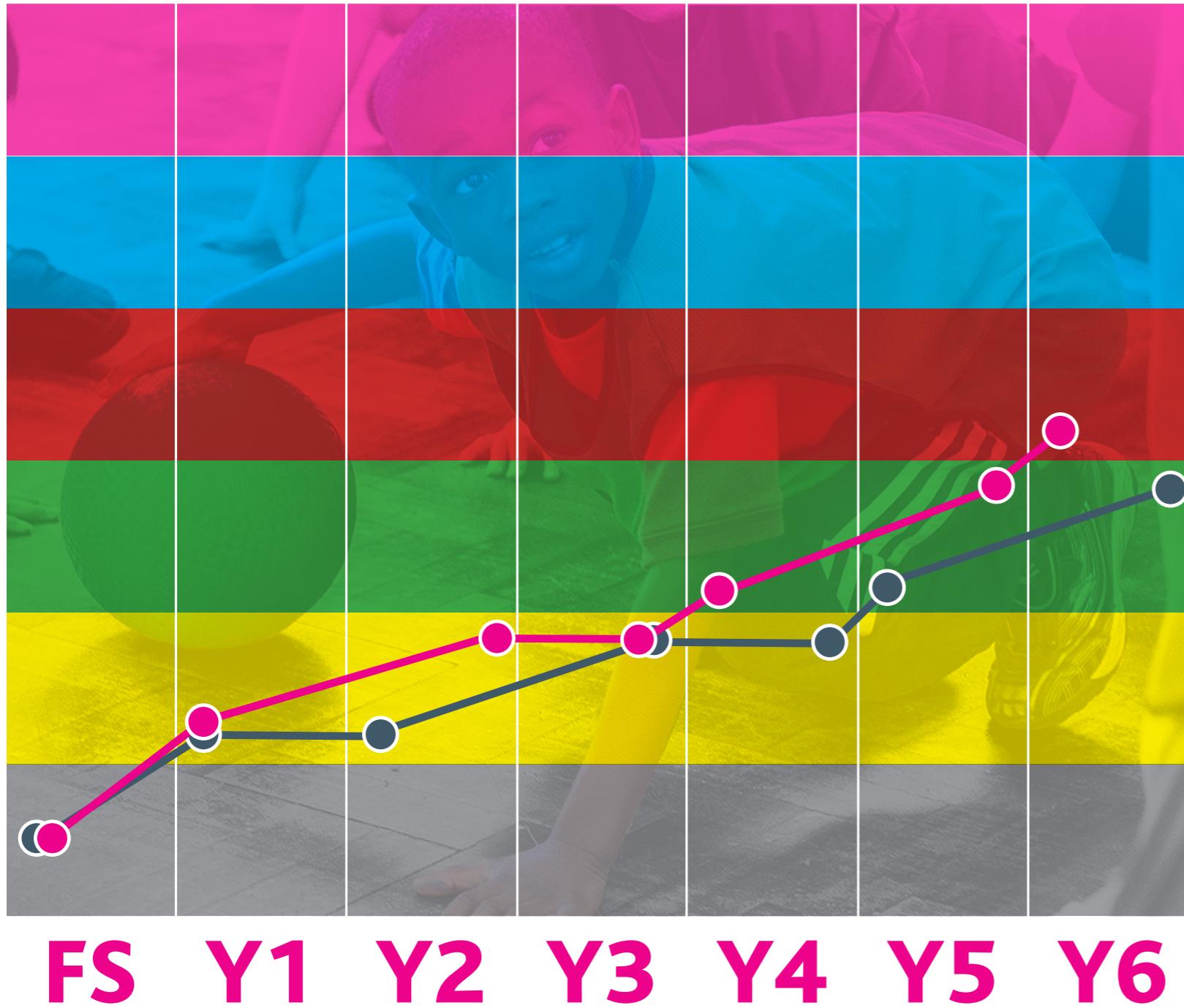
Date July 2021





# Pupil Progress

The graph below uses the colour coded progressions of the FUNS programme to show the improvements in children's Fundamental Movement Skills by year group within the academic year.



## KEY for Pupil Progress graph:

Initial assessment

Date October 2020

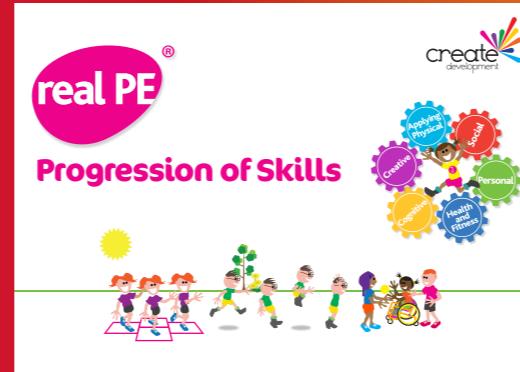
Re-assessment

Date July 2021

See appendices on page 9 for further detail of assessment criteria

# Appendices

**real PE  
Progression  
of Skills  
(Multi-ability Cogs)**



**real PE  
Progression  
of Skills (FUNS)**



**Learning  
Nutrition  
Framework**



**PE and Sport  
Premium and Health  
Wheel Framework**



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Harrow Business Centre  
429-433 Pinner Road Harrow HA1 4HN  
**020 8863 0304**  
**info@createdevelopment.co.uk**  
**createdevelopment.co.uk**

