**Impact Report September – December 2021**

This term has been the first time that all classes at Old Park school have had access to PE sessions led by Meghan. This means that all pupils are receiving at least 45 minutes of high-quality PE per week.

Also, this term has been the first run through of how Paul and Meghan envisaged PE to operate when they were designing the new curriculum during covid lockdowns. One of the main aims was for all classes to focus on the same PE themes, at the same time throughout the year.

The planned overarching themes for PE are:

Autumn 1 – Gymnastics

Autumn 2 – Target Games / Net and Wall Games

Spring 1 – Dance and Movement to Music

Spring 2 – Invasion Games

Summer 1 – Striking and Fielding Games

Summer 2 – Athletics

All activities are differentiated dependent on pathway. The progression from Pathway 1 up to Pathway 4 and 5 will be clear during lessons in what and how the pupils are learning.

**Physical Education sessions**

**Pathway 4**

**Gymnastics**

The skills that pupils were focusing on during Autumn 1 half term:

* Performing different types of jumps with a safe landing e.g., star jump, pencil jump, tuck jump, on mats and off apparatus.
* Creating balance positions independently and with a partner.
* Combining balances, jumps and rolls with ease and fluency, maintaining shape and body tension.
* Congratulating a peer when they perform well.
* Working with a partner to complete a shared goal.

**Target Games**

The skills that pupils were focusing on during Autumn 2 half term:

* Aiming at targets at varying distances and heights with accuracy and consistency.
* Keeping score during a simple game.

**Eagle class**

The pupils came up with great imaginative routines using apparatus with very little support from staff. They were able to create routines with 3 or more elements, remember them and perform them the same every time. At the end of every lesson the pupils would get the chance to show their peers what they had learned or created. This encouraged the pupils to work hard and put on a great performance to receive applause and celebration.

During Autumn 2 Target Games the pupils were encouraged to count how many beanbags the class got into the boxes or goals, progressing onto adding 2 scores together. We had a sum of 19+22 and all the staff thought it would be too hard for any of the pupils to calculate in their heads. After about 30 seconds one of the pupils put her hand up and asked if she could have a go at answering, we said yes, and she called out the correct answer. PE lessons are a great, relaxed environment to create cross-curricular links.

**Form 1**

The pupils really enjoyed using apparatus to balance, jump and roll. They independently created their own movements and enjoyed showing their peers. The staff team were engaged and encouraged the pupils to try different movements whilst showing body tension.

During games throwing beanbags into boxes to practise aim and accuracy, the pupils were asked how the game could be made harder. The pupils were able to give great answers of moving the box further away or moving themselves further away from the box. The pupils then chose where they wanted to throw from, and some pupils independently chose hard positions to challenge themselves.

**Pathway 3**

**Gymnastics**

The skills that pupils were focusing on during Autumn 1 half term:

* Performing different locomotion skills e.g., walking, running, skipping, side stepping.
* Jumping off low pieces of apparatus onto a mat.
* Rolling continuously across a mat.
* Holding stillness or balance for three or more seconds.
* Linking 2 or more movements together.

**Target Games**

The skills that pupils were focusing on during Autumn 2 half term:

* Placing or throwing items of equipment onto or into targets independently.
* Throwing under arm towards a target.
* Throwing a beanbag to knock over a target.
* Experiencing a range of equipment whilst within a group activity or game.

**Bear class**

The pupils in this class are really interested in engaging with each other. During warm up activities involving moving in different ways, they enjoyed following each other and creating a train of movement, which encouraged them all to keep moving. The pupils who have moved up to Bear class this year are using the older pupils as role models and copying what they are doing in lessons. This has increased their focus and is helping to improve their skill level at a faster rate.

At the end of every lesson during Autumn 1 Gymnastics, the pupils were encouraged to show the class what they had learned and created during the lesson. The pupils from Bear class thoroughly enjoyed showing their peers their work and receiving praise. This helped to create a positive and supportive atmosphere for PE lessons, ensuring all pupils and staff leave feeling energised and happy.

**Owl class**

The staff in this class have commented that PE is one of the best lessons for the pupils in their class as it is accessible for all. Owl class is made up of pupils with a variety of physical abilities but in PE lessons they are all made to feel the same. The personalities of the pupils shine through.

There are two pupils in Owl class who are wheelchair users. At the start of every lesson, they are transferred on to mats in the middle of the gym. Whilst the other pupils are moving around the gym for their warm up, the two pupils on the mats do a few movements from their physiotherapy plans. They really enjoy seeing all their peers moving around them and saying hello when they move past. The whole class then takes part in the same activities for the rest of the lesson.

During the explanation of an activity, where the pupils needed to find beanbags around the gym and place or throw them into the target in the middle, one pupil remembered the activity from the week before and started demonstrating the activity to the rest of the class. This pupil usually needs a lot of support to engage in PE lessons, but the positive reaction she got from all the staff made her beam with happiness and continue to take part in the activity.

**Form 4**

Every week before their PE lessons with Meghan, their teacher takes them outside and leads a PE lesson focusing on aerobic fitness. During Autumn 1 Gymnastics, the pupils would then come into the gym and use the mats to create different rolls, balances and jumps. The ending of the lessons created a good environment for the pupils to be able to stretch and cool down their muscles after both PE lessons.

One pupil during Gymnastics found it difficult to create different movements with her body and struggled with her balance. However, when we moved into Autumn 2 focusing on Target Games she showed really impressive aim and accuracy whilst throwing beanbags at differing targets. This pupil was by far one of the most consistent at throwing beanbags into boxes. This highlights the importance of varying the themes and activities that the pupils are given the opportunity to experience. Increasing the variation of activity opportunities, increases the chances for all pupils to find an area of physical activity and sport in which they can experience enjoyment and success.

**Pathway 2**

**Gymnastics**

The skills that pupils were focusing on during Autumn 1 half term:

* Exploring a range of equipment and apparatus with support and/or independently.
* Exploring a variety of movements and showing some awareness of space.
* Start to go up steps or stairs, or climb up apparatus independently.
* Lying on their back and roll onto their front and attempting to roll back onto their back.

**Target Games – Exploring small equipment and object control**

The skills that pupils were focusing on during Autumn 2 half term:

* Showing awareness of cause and effect, for example, knocking down skittles.
* Placing items of equipment onto or into targets with support.
* Requesting equipment or activities, e.g., pointing to a particular piece of PE equipment.
* Explore a range of equipment with support and/or independently.

**Butterfly class**

This term Butterfly class have had 3 new pupils join their class. These pupils have settled into PE lessons really well and their confidence to explore has grown week by week.

For the first couple of weeks one of the new pupils did not want to step up onto the bench or wooden steps. With support he progressed onto being able to step up and down on the bench and wooden steps. He then independently started putting one foot on the bench and jumping over it. This caused a big celebratory reaction from staff which he enjoyed, so continued to do it to get the same response. By the last week he was able to walk up the wooden steps independently and jump off from the top, which is double the height of a bench!

**Bumblebee class**

Bumblebee class has pupils with a variety of physical abilities, so PE lessons are designed to enable all pupils to access the equipment and activities. The pupils enjoy interacting with each other and the new pupils that started in September have settled in really well.

One of the new pupils was not interested in engaging with any of the apparatus for Gymnastics; benches, wooden steps, mats, tunnels etc. However, during Autumn 2 exploring small equipment and object control, he has shown a love for balls and is really motivated by them. He will collect different types of balls and put them into a goal. If beanbags or anything other than balls are put into the goal, he will throw them out because he knows they are different.

**Giraffe class**

The pupils in Giraffe class show great enjoyment when they are being active and for every activity they experience in PE lessons they all get involved and are enthusiastic. The pupils love being in the gym and exploring the space.

During Autumn 1 Gymnastics, the pupils showed confidence navigating equipment and apparatus. Most of the pupils are able to independently walk across a bench, walk up and down steps, crawl through a tunnel, balance on stepping stones and jump off apparatus. The pupils being able to confidently perform all these skills has been helped significantly by having regular opportunities to develop these skills during PE lessons.

**Tiger class**

During Autumn 1 Gymnastics, PE lessons were split into 3 activity stations; rolling and moving across mats, balancing on stepping stones and using a bench or wooden box to walk across/step up and down/jump off. The pupils in Tiger class need more structure during lessons to keep them on task. The pupils would get the opportunity to move around the activity stations to develop all the skills.

During the activity on the mats, some of the pupils enjoyed copying movements that the staff were creating to extend their movement ideas. This was reciprocated when the pupils were making different shapes and moving in different ways, the staff would copy the movements they were creating. This interaction helped to maintain the pupils focus and they enjoyed working closely with staff members.

For Autumn 2 Target Games, skills from Pathway 3 were used to plan lessons as pupils were showing impressive aim and accuracy. The pupils were more than capable of placing items of equipment onto or into targets independently, and some were able to match the equipment to the same colour target. Most pupils enjoyed experiencing a range of equipment whilst within a group activity or game. To extend the skills of some of the pupils, we played a game where they had to throw beanbags to knock cones a bench. This game requires aim and accuracy but also focus and persistence. The pupils really enjoyed this game and demonstrated they wanted to keep playing by putting the cones back on the bench when they had been knocked off.

**Parrot class**

The pupils in Parrot class have shown great confidence navigating equipment and apparatus this term. They showed familiarity with how to use the equipment and apparatus and most of the pupils didn’t need much encouragement from staff to explore.

To add more structure to the PE lessons for Parrot class, the lessons are split into a warm up, main activity and cool down. The warm ups are designed to encourage sustained movement. During Autumn 2 the pupils have been encouraged to follow a path of floor spots around the hall, with music playing to increase motivation and energy. One pupil can independently follow the path of spots and he has discovered that he can do big leaps from one spot to the next. Allowing the pupils freedom to explore movement with different stimulus, like music or floor spots, provides time for pupils to create movements and discover all the different ways in which they can use their bodies.

**Lion class**

During Autumn 1 Gymnastics, at the end of every lesson the pupils were given the opportunity to show their peers what they had been learning. The pupils responded well to applause from their peers and teachers. During a lesson, one pupil would not get up from the mat to take part, but as soon as he heard everyone applauding one of his peers he got up and starting walking and balancing on the bench to receive applause for himself.

The pupils in Lion class attempted to copy shapes, balances and rolls that their teachers were creating. For the first few weeks, the pupils would work with a staff member on a mat for the whole lesson. This interaction was continuous which promoted quality movements being created and copied by the pupils. This was a great opportunity at the start of a new school year for the class team to get the know the pupils in a different environment and vice versa, hopefully creating bonds within the class.

**Form 3**

Autumn 1 half term was the first time Meghan had led Gymnastic themed activities with 14-19 Phase. Some of the pupils had had PE lessons over the years in Upper Phase with Meghan so she was aware of their ability level. However, with the other pupils it was interesting to see the different physical abilities and awareness the pupils had of their bodies. Two pupils struggled to either lie on their back or front. This makes the development of rolling difficult. Form 3 does a lot of Yoga and movement within their school week, so opportunities are not a recent issue. This highlights the importance of basic skills, like lying flat on front and back and rolling, being taught early and opportunities to develop these skills being provided from a young age.

During Autumn 2 Target Games, the activities planned for Form 3 were focused on Pathway 3 skills to make games and activities more age appropriate and a lot of the pupils can perform at that level. The pupils have shown great throwing accuracy and aim, with most being able to consistently throw beanbags into targets and to knock targets over. The pupils enjoy working in teams and competing against each other. The staff help to create a healthy competitive atmosphere, and all get fully involved encouraging all pupils to stay active and on task.

**Pathway 1**

The timetable was amended during the first half term to provide a more appropriate slot for Pathway 1 pupils to enable them all to have access to the gym and suitable activities for PE lessons. Previously, staff members would have to be swapping and going on their lunch breaks, however the change of time slot has ensured that all class staff members are present to assist and take part during the lessons.

**Ladybird class**

This school year has been the first time many pupils from Ladybird class have been into the gym. The change of session time has ensured that all staff are present in the session so most weeks every pupil has one-to-one support. This provides the pupils with intense, uninterrupted interactions.

The pupils have had the opportunity to experience movement in their wheelchairs, standers and beds. Instead of just moving forwards at walking pace as they would normally in their different equipment, they have experienced moving backwards, side to side, round in a circle and at different speeds; fast and slow. A song with sections of differing tempos was used to support the movements of fast and slow. Once the pupils had heard the song a few times, some of them were able to show anticipation for when the change of tempo would happen. This was shown through vocalisations, facial expressions and excited body movements.

**Dolphin class**

This has been the first time for a few years that the pupils from Dolphin class have been able to access the gym. It took a few weeks for the pupils to get used to the transition and being in a different environment.

The PE lesson slot in the gym for Dolphin class provides the pupils with an opportunity to move in a safe space. Pupils can move in their own way; using a walker, crawling, pushing themselves around in a wheelchair or stander with wheels.

To focus on target games along with the rest of the school, the pupils had the opportunity to use different types of skittles. We found that all the pupils really enjoyed using the large skittles and the metal bowling ramp. All pupils could access this activity. The pupils were encouraged to take turns and think about others. One of the pupils was encouraged to help his peers by picking up the ball and putting it on the ramp for them and standing the skittles up ready for the next turn.

**Leopard class**

The timetable change has made a big difference in pupils from Leopard class being able to access PE lessons. The class will come into the gym, some in wheelchairs, some on beds and one walking with support. The pupils have shown enjoyment whilst experiencing different movements to music. The pupils are supported to move around the gym in different ways; forwards and backwards, side to side, round in a circle and fast and slow.

The class staff team have made comments about how much they are enjoying being able to take the pupils to a different environment and experience being in the gym, which hasn’t happened for Leopard class pupils for nearly 2 years.

**Form 2**

During lessons pupils from Form 2 will be transferred out of their wheelchairs into a comfortable position on the mats. This supports their physiotherapy plans for the different positions and movements they need to do throughout the day. In these different positions, the pupils are able to explore a variety of equipment and move in their own way to music.

Most of the pupils in Form 2 respond positively to music, so to enhance this response the specific music that each pupil enjoys is used. The response given by pupils is exaggerated with them showing bigger smiles, louder vocalisations and more energetic body movements.

**Dinnertime Clubs**

Due to the timetable amendments for Pathway 1 PE lessons, 4 dinnertime clubs were created.

Benefits of dinnertime clubs:

* Additional physical activity opportunities.
* Modelling of physical activity from staff.
* Encouraging active play.
* Encouraging interactions between pupils.
* Repetition of skills from PE lessons.

Timetable of dinnertime clubs and numbers:

* Monday - Upper Phase Dance and Movement to music – 10 pupils
* Tuesday - Lower Phase Dance and Movement to music – 8 pupils
* Wednesday - 14-19 Phase Target Games – 6 pupils
* Thursday - Lower Phase Ball skills – 7 pupils

**Balanceability sessions**

Sessions using the balanceability bikes have been taking place on Thursday and Friday mornings for pupils from lower and middle phase. The classes that have accessed balanceability bikes this term are Butterfly class, Bumblebee class, Giraffe class and Tiger class. These classes have been accessing weekly 30-minute sessions. The regular opportunity to use the balanceability bikes has increased the pupil’s confidence and provided the pupils with time to develop their ability to move on the bikes with more ease and fluency.

For one of the pupils in Bumblebee class, a new smaller bike was purchased to allow all pupils to access the balanceability bike sessions. The pupil who uses the bike will now spend the whole 30-minute session on the bike showing great balance and confidence. During the last session, the pupil was asked if they wanted to go to soft play half way through the bike session, they said they wanted to do more on the bikes. The class staff commented that the pupil choosing something over soft play was unheard of.

Alongside Meghan, staff have been persistent with encouraging pupils to wear the helmets as some refuse at first. One pupil refused profusely but staff kept trying over several weeks to gradually get the pupil comfortable to wear a helmet. They finally got the pupil to wear a helmet and they now love the bikes and shows great ability.

**Final Comments**

This term has been really positive for PE. The value of PE appears to have increased throughout the school and the engagement of staff during PE lessons has dramatically improved, which in turn increases the engagement of pupils during lessons. The staff are understanding that the benefits of PE, physical activity and sport aren’t just physical. They are seeing the difference PE can make to the social, emotional and mental wellbeing of all pupils and staff. The opportunity for staff to have a space where they are active with the pupils and experiencing enjoyment together is highly beneficial for overall moral. The difference in mood and demeanour from when classes walk into PE lessons and when they leave is remarkable, like a big weight has been lifted!

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