

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>1 & 2 To upskill our two new HLTAs, a teacher who has not taught primary PE before and ECT in PE along with any new teachers who join. (Indicator 1)</p> <p>The PE lead has worked with 8 staff providing a focused and personal CPD programme for their PE teaching, using surveys and PE monitoring to ensure the units of work are relevant and purposeful. The 8 staff included an ECT, 3 HLTAs (2 of which were new to the role this year) and 5 teaching staff. This has resulted in more confident staff and better teaching and learning in PE lessons. It is also encouraging to see less teachers requesting CPD as the previous year's work have had a sustainable and lasting impact. The teaching across the school is good within PE lessons.</p> <p>3) To achieve the AfPE Quality Mark in PE. (All 5 indicators)</p>	<p>1&2</p> <p>a) Staff post CPD surveys showed that 100% of participants rated the experience of working alongside a PE specialist as 5/5 in usefulness and every member of staff's confidence level has improved as a result of their CPD.</p> <p>b) We had a PE review from our MAT where external staff completed lesson observations, pupil voice and a deep dive with the PE lead. The feedback stated 'The PE lead has excellent subject knowledge and supports her colleagues well through high quality CPD.' The learning walk showed quality teaching including, effective demonstrations, focusing social and emotional aspects on PE, good behavior and engagement, effective pace and good subject knowledge (including subject specific terminology).</p> <p>c) We had Ofsted visit this year and they completed a deep dive in PE. The verbal feedback given to SLT stated that our bespoke CPD programme offered in PE was superb.</p> <p>d) We applied for a AfPE quality Mark this year which included a whole assessment day. We received the quality mark with distinction and our written feedback stated "This school has outstanding PE provision, it is superbly lead and resourced, and very well supported by all staff. They have a progressive PE curriculum that is well taught and are utilising the PE and Sport Premium extremely well as this funds the CPD model lead by the PE Lead."</p> <p>3) We received the quality mark with distinction. The report stated:-</p> <ul style="list-style-type: none"> • The subject leader is highly experienced and leads PE with passion and drive, giving it careful thought and supports all staff, and is in turn very well supported by the Headteacher and the Trust. • The focus on social emotional and thinking skills is at the heart of their PE and OSHL offer and appears to have a high impact on pupils development in PE and activity levels. • The OSHL offer is high quality and varied to cater for a wide range of interests. • The school is ambitious about the role of PE in the personal development, leadership and lifelong learning of their pupils and at the core of school life

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<p>4) To improve activity levels for children at lunchtimes and improve behavior (Indicator 2,3 and 4)</p> <p>We have increased our range of activities on offer at lunchtime to include a dance zone and a skipping zone as well as the astro, playground games (sports leader led) and table tennis that already ran. We also had playground markings added which promoted physical activity. These have been very popular and children are more engaged/active at lunchtimes. The resources we have will continue to be used next year and we are developing our sports leaders to be more independent on the new zones.</p> <p>5) To further improve the breadth and depth of extra-curricular provision for the pupils in school sport. (Indicators 2-5)</p> <p>a) We have attended more events so our range of competitions and festivals also improved. We offered new sports in U11 hockey, U11 basketball and KS1 football. These are giving children positive experiences and inspiring them to attend more.</p> <p>b) We have offered more clubs and added new sports to the timetable. Children really enjoy clubs at the school and they are well attended. We provide a good mixture of free and paid clubs allowing children to be active and have fun. We offered an enrichment day in School Sports Week with the Skipping Ninja.</p>	<p>4) Pupil voice carried out showed 100% of children surveyed enjoyed lunchtimes and thought the new zones were a good idea. Children said “I love the new obstacle course because it is fun and if you are lonely you can still play.”, “I never get bored at lunchtime anymore” and “The dance zone is fun to sing, dance and great for exercise.” Our lunchtime MDSAs and LSAs have reported that sports leaders are very effective in their role and show the social and emotional skills they have been taught independently. These will be applied these to other areas of life and they can use them in their future. Children enjoy lunchtimes more and there are fewer incidents on the playground.</p> <p>Statistics show that 50% of our children are regularly using the astro sessions which are adult led and focus on sports. Regular spot checks from the PE lead and feedback from sports leaders show that the zones are popular and well used.</p> <p>Ofsted stated ‘At Combs Ford, pupils are happy. At breaktimes, they enjoy activities. Pupil play leaders kindly support younger children to play various sporting games.’</p> <p>5a) We attended 33 festivals/competitions this year (7 more than last year) and 64% of our KS2 children accessed these (a 5% rise from last year). All children in KS1 attended a sports festival and 13% (+ 4% from last year) attended a sports specific festival after school. We challenged our GD children and we were successful in netball, cricket, cross country and orienteering where we represented our area in the County finals. In our recent pupil voice 95% of all children said they had enjoyed festivals and competitions.</p> <p>5b) We offered 37 different KS2 clubs this year (which is 9 more than last year) and 76% of our children attended (up 3% from last year). In our pupil survey , 90% of KS2 children said they had enjoyed clubs this year. We offered 21 KS1 clubs this year (up 9 from last year) and 73% of KS1 attended a club (up 8% from last year). In our pupil survey 82% of children said they had enjoyed the clubs they had attended. It is promising that the PE culture filters into external life and that 82% of our KS2 children do a club outside of school. 87% of our children said they enjoyed the Skipping ninja workshop and our skipping zone has been much busier since.</p> <p>External assessors have commended our provisions. The MAT stated ‘The children have access to a plethora of clubs and tournaments’. Ofsted commented ‘A range of clubs further supports and develops pupils’ social development and self-esteem.’ AFOE praised ‘The OSHL offer is high quality and varied to cater for a wide range of interests.’ The</p>

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Inclusion quality Mark report stated, “Another area in which Combs Ford excels is sports. Pupils clearly value the broad and inclusive offer. During pupil discussions, a child excitedly shared, “we do gymnastics, football—everything!” while another commented, “it’s important because it keeps our body healthy.” A governor also noted that “sport is a huge focus for the school’s inclusive journey,” highlighting the role of physical activity in supporting confidence, wellbeing, and engagement for all learners. The school ensures that sport is accessible and enjoyable—every child deserves a space in which they can shine.