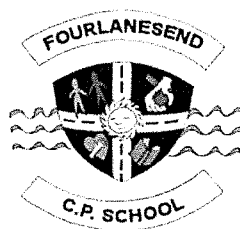


<p><u>School Development Plan Priority</u> Setting up more opportunities for children to participate in competitions and a variety of sports.</p> <p>Dance CPD for teachers</p>	<p><u>Focus of Visit</u> Update on how the Sport's Premium has been used this year.</p> <p>Review of previous targets.</p>
<p><u>Visit time, date and Governor name:</u> Wednesday 7th December 2022 Piers Taylor</p>	<p><u>Staff name:</u> Ayesha Gillespie</p>
<p><u>SDP actions to consider</u></p> <p>Use ARENA to inform us of local competitions. Prioritise competitions and audit impact. Dance CPD – it was cancelled in the summer term last year.</p>	
<p>Ofsted Outstanding:</p> <ul style="list-style-type: none"> The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent. Pupils' work across the curriculum is consistently of a high quality. <p>Good: Intent</p> <ul style="list-style-type: none"> Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.] The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.] The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) <p>Implementation</p> <ul style="list-style-type: none"> Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, 	



direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.

- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.
- Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the pandemic.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.

Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce.

Previous visit: Progress on agreed actions and Impact

-Continued emphasis on competitive events:

- London Marathon event – Whole school took part and children were excited to receive their badges and have been since wearing them proudly.
- Football – school signed up to small school league and matches have been taking part.
- Cross Country – children have been taking part in races and were very excited to receive certificates in assembly.

-Bikes not yet bought due to storage limitations. See further actions.

Observations and Discussions

-Mental wellbeing – Yoga will be offered again to key stage one and two in January half term.

-Sport's champion in to motivate pupils to aim high – another booked for this academic year.

-Cross Country – school paid for children to participate so they can take part in competitions. This has been happening again.

-Plymouth Argyle in to work with all classes on a fortnightly rotation – after school club offered as well to key stage 2.

-Playground markings that had come away have been replaced.

-Children have been encouraged to bring in swimming certificates to be presented in celebration assembly. Cross country children applauded and given certificates created by a parent.

-Saints SW in to teach once a week, raises confidence of TA's. Children get to receive PE from a professional who specialises in sport – TA's are involved and contribute as part of their CPD.

-Year 3 / 4 had a week of swimming in Autumn 1. This has inspired children who were non-swimmers to now have the confidence to have private swimming lessons.

-Bikeability have been in again to do level 1 and 2 and will be coming next year to deliver to the little ones as well for balanceability.

Fourlanesend Community Primary School – Governor monitoring visit report form



- AG attended a 1 hour tennis course to get the school access to some funding for more equipment. As a result we received a £250 voucher and a new tennis net, balls and raquets have been purchased to benefit the whole school.
- Wildtribe unit for year 3 / 4 this half term and last half term it was year 5/6 and then both times an afterschool club too.
- AG attended PE conference November 2022. Scheme across school written to ensure coverage of the national curriculum.
- 3X sporting flags bought to promote school and confidence in pupils at sporting events. Parents have expressed happiness at this.
- Children took part in a mini London marathon challenge of walking 3.2 miles as a school and given badges as a celebration.
- Football matches have been taking place. Key stage 2.
- Tried to attend an SEN focus bowling but due to staffing we had to cancel. Will reschedule.
- Day out tomorrow to get on top of curriculum map and folder, prepare scheme across school. (this has been achieved)
- Engage with school games organisers to offer more opportunities.
- Dance CPD from last academic year has been re-booked for January 18th 2022.

Summary to be entered on Governor Monitoring Plan:

Discussed the achievements since last year and the successful completion of further actions. The increase in competitive events and involvement were noted. Further actions are already in progress.

Further Action Required:

- New bike shed door on playground for balance bikes, funding is available.
- Work with school games organisers (ARENA) to ensure more competition opportunities are available.
- Curriculum map embedded throughout school.

Impact of Governance:

To hold the school to account for PE and ensure budgets are maximised for delivery of effective PE including mental wellbeing, fulfilling the vision for all pupils leaving primary school are 'physically literate'.

Date and time of next visit: Summer term.

TBC

Governor signature:

Date: 13/12/2022

Staff signature:

A Gillespie