

SCARNING VC PRIMARY SCHOOL SUBJECT LEADER ASSESSMENT

SUBJECT: PE

TERM: Summer 2019

Year Group	% Working Towards	% Expected	% Working at Greater Depth
1 /61	15%	62%	23%
2 /60	0%	97%	3%
3 /58	5%	76%	19%
4 /63	5%	70%	25%
5 /32	12.5%	62.5%	25%
6 /62	21%	50%	29%
Whole class average School % /336	9.5% 32 children	70% 235 children	20.5% 69 children

Observations/trends/development opportunities:

Year 1:

- 15% of children identified as WT (compared to last year 1 where no children were).
- 6:8 split of girls: boys in GD, showing no real difference between genders.
- /7 PP children 2 are WT, 2 are GD and 3 are expected.
- Use of assessments have given a more informative and real account of ability in PE this year.

Year 2:

- Only 2 GD and both are girls.
- No WT – maybe an issue with not using assessments effectively?
- No differences between SEN or PP as all these children were assessed at EXP.
- No gender differences as again all assessed at EXP.

Year 3:

- Only 2 children WT (again maybe an assessment use problem?) 1 is a PP boy, the other a NON-PP girl.
- 1 PP girl assessed at GD.
- Gender has evened out more compared to last year's year 3 cohort.
- GD = 12, 6:6 split between boys and girls.

Year 4:

- 2 WT/ 3 boys who are SEN (1 has since left the school).
- 1 WT is a girl who does not participate in PE regularly due to medical reasons.
- 16 PP children $\frac{1}{4}$ are assessed at GD, the rest at EXP, 1 at WT (medical reasons).
- Fairly even split between girl:boy GD split 7:9. 1 GD is a PP girl, 3 GD are PP boys.

Year 5:

- 7 PP children = 2 are GD (both girls) and 1 WT (boy).
- All 4 WT are boys – no WT girls.
- 8 GD = 2 PP girls, 4 are NON-PP girls and only 2 GD are boys.
- 4 WT – all boys, 1PP and the rest NON-PP.

Year 6:

- 10 WT = 7 are PP (even mix of boys and girls).
- 3/ 18 GD = are PP.
- Even split of GD between girls and boys.
- Fairly even split of WT between girls and boys.
- More children in year 6 join out of school sporting clubs e.g. otters, dereham runners, football, gymnastics and dance and therefore develop these skills more.

Whole School:

- Still a discrepancy between classes assessing at WT and GD, Year 2 nearly entire year is EXP.
- Gender split has evened out across the school with most classes assessing boy's ability similarly to girl's across WT, EXP and GD.
- Year 6 give most WT and GD as a cohort with 21% of Year 6 assessed at WT.
- Still no SEN at GD, this was the case last year.
- 32 children across the school, compared to 23 last year, are WT, biggest number from Year 6. This is an increase, but the school is growing.
- PP children have closed gap between NON-PP for WT and GD with many children across all years being assessed in both.

Development points:

- Reintroduce PE assessments and check on these throughout the year.
- Assessments needed to be used more to highlight WT children, not just assuming SEN or children who do not participate are the only children likely to be WT.
- Ensure SEN children are catered for in the lessons, differentiating to enable them to achieve success and follow expected outcomes.