

Case studies of good practice

The PE and sport premium for primary schools – good practice to maximise effective use of the funding
(Ofsted, October, 2014)

Case study: Using local talent – employing specialist PE teachers to plan and deliver a structured professional development programme

Local headteachers agreed to commission the specialist sports academy nearby to draw up a training programme to improve their staff's knowledge and understanding of PE. A 90-hour training programme was provided by a specialist PE teacher already known to the staff. This

included a combination of direct teaching and extended learning through independent and school-based tasks. The programme is being accredited by the local university as a component of a master's degree. As the programme is modular, schools can choose whether to support one

of staff or several. Schools can therefore target modules to the needs of particular teachers or teaching assistants. After each module, teachers feed back on what they have learnt to their own headteachers and governors. Feedback is also provided to the academy so that the programme can be amended if needed. One teaching assistant who attended a module that focused on improving the teaching of swimming commented, 'I am no longer concerned that I might be teaching pupils in a way that conflicts with that of the swimming coach. I now understand the correct way to demonstrate the various swimming strokes to pupils.'

Case study: Grow your own – using expert staff to plan staff development and train others in PE

- Orrets Meadow School
- This special school decided to use some of its new funding to allocate a temporary pay award and some non-teaching time to the specialist PE subject leader. The aim was to ensure a lasting legacy of good-quality PE and sport throughout the school.
- This included:
 - leading training to increase the subject knowledge and teaching skills of staff
 - monitoring the work of visiting specialist teachers and coaches
 - organising after-school sport and engaging all pupils in sustained physical activity during lunchtimes
 - organising more competitions within school and between schools in the cluster
 - liaising each week with the specialist PE teacher from a partner school
- linking learning to major sporting events, such as the Commonwealth Games and the Open Golf Championship
- developing opportunities for pupils to become sport leaders.
- Part of the new funding was also used to employ a second specialist teacher from a partner special school. Both specialist teachers have organised personalised programmes of support for each member of staff based on an audit of needs

Case study: The power of partnership – joining with other small schools to achieve structured staff training and value for money

- St John's Chapel Primary School
- Headteachers decided to pool together part of their new funding to establish a bespoke sports partnership programme for their cluster of small rural schools. To do this, they worked with other key partners, including the local authority advisory staff, sport and leisure services and public health staff.
- Following a rigorous audit of each school's strengths and weaknesses, the partnership planned a professional development programme to improve the quality of PE and sports provision. Modules were half-termly and began with a training session led by local authority specialist staff. Headteachers, other staff of all schools and the hired sport and leisure services coaches attended the training to ensure consistency of approach to teaching and coaching.
- The training was followed up by coaches working regularly alongside teachers in their own schools.