

Governor Visit Report

Name	Pedro Borelli
Date of Visit	13 th Dec 2023
Focus of Visit	PE
Class Visited	
Focus of Visit To watch KS1 and KS2 lessons and learn about the PE curriculum and its implementation across different age groups.	
Summary of the activities I actively monitored the PE curriculum during my visit, starting with a keen observation of a Year 1 PE lesson. The enthusiasm and participation displayed by the youngest students were noteworthy, reflecting a positive learning environment. Subsequently, I held a constructive meeting with Mr. Brown, delving into the intricate details of the PE program. Moving forward, I continued my assessment with a Year 4 PE lesson, witnessing the progression of skills and implementing more advanced activities. Concluding the visit on an insightful note, I had an enriching chat with Mr. Hibbs, gathering valuable perspectives and contributing to a comprehensive understanding of the PE processes in place.	

What I have learned from my visit

Here's a list summarising the key learnings from your visit:

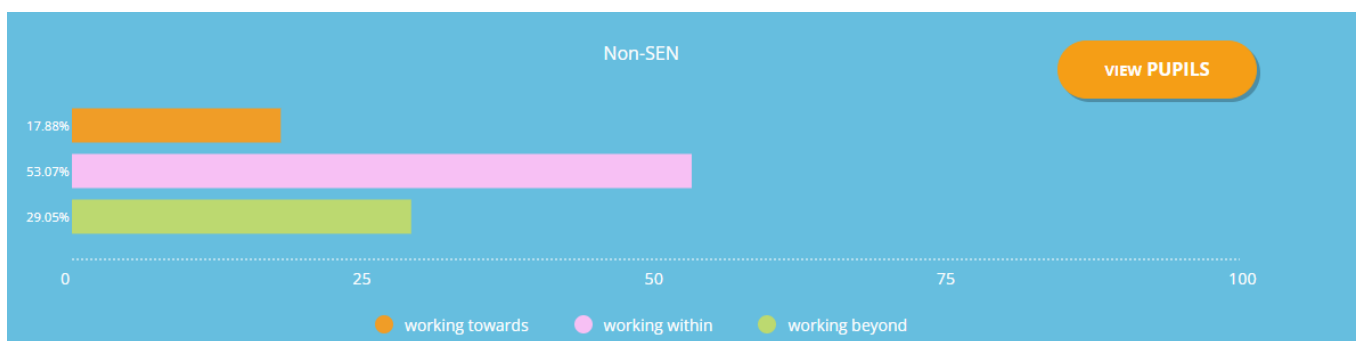
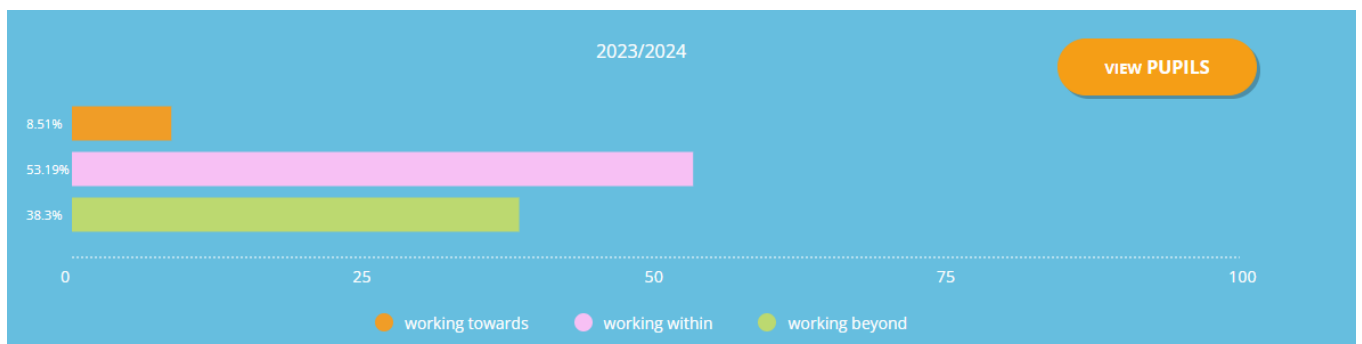
1. **PE Lesson Allocation:** PE lessons are divided equally, with 50% conducted by class teachers and the remaining 50% by PSD teachers.
2. **Wednesday Team Expansion:** Mr. Hibbs augments the usual 2-member team on Wednesdays, providing students with three teachers per lesson.
3. **Hall Availability in Autumn Term:** The main hall experiences high demand during the Autumn Term, leading to a significant number of PE lessons being conducted outdoors, weather permitting.
4. **Rainy Day Contingency:** PE lessons can be relocated to spare classrooms equipped with table tennis tables in heavy rain.
5. **Professional Development:** Mr. Brown has attended a PE Subject Lead course, demonstrating a commitment to ongoing professional development.
6. **Get Set 4 PE Assessment Tool:** A rollout of the Get Set 4 PE Assessment Tool is scheduled for 2024 across the entire school. This tool will facilitate the tracking of progression and generation of reports.
7. **Curricular Focus:** KS1 emphasises fundamental skills, while KS2 adopts a more competitive approach in PE lessons.
8. **Increased Match Participation:** The school is actively expanding the frequency of matches compared to previous practices.
9. **Inclusive Atmosphere:** There is a strong emphasis on inclusivity, creating ample opportunities for students with Special Educational Needs (SEN) to participate fully in PE activities.

Idea for future visits

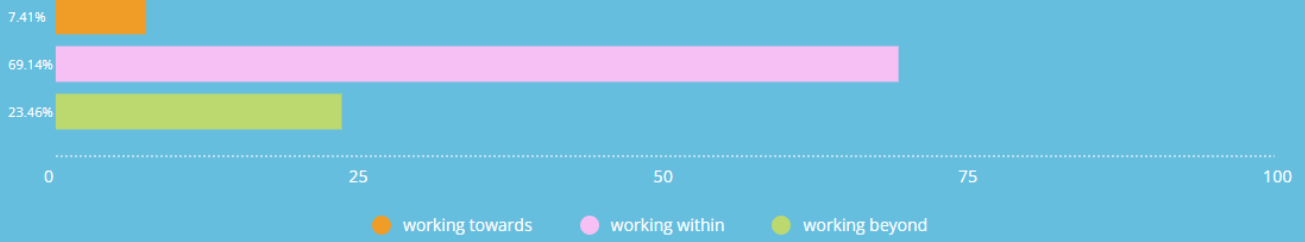
For the upcoming visit, I propose a focused exploration into classroom-teachers-led PE lessons to understand their instructional methods and approaches better. Witnessing firsthand how class teachers integrate physical education into their teaching repertoire will provide valuable insights into the diverse teaching styles within the school. Additionally, I am keen to investigate the potential impact of having the PSD team lead 100% of the PE lessons exclusively. This exploration aims to shed light on the dynamics, benefits, and challenges of such an approach, contributing to a more comprehensive evaluation of our PE curriculum's effectiveness.

Currently, students facing health conditions or injuries, unable to participate in PE lessons due to such circumstances, are relegated to benches outside, which can be very uncomfortable during the Autumn term. Seating under a drizzle is not an ideal situation. I am unsure if a canopy or outdoor shelter is a solution or if the student could be at the library with a TA.

See below Screenshots of the new assessment tool:

[illegible]

Non-SEN

[VIEW PUPILS](#)

SEN

[VIEW PUPILS](#)