



**WESTFIELD PRIMARY SCHOOL**

**2025- 2026**

**Physical Education Report**

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| Subject                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Physical Education | Date | July 2026 |
| Report prepared by                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Eloise Carey       |      |           |
| Overview of the year: 2025-2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                    |      |           |
| <ul style="list-style-type: none"><li>- Continued with extra curricular clubs funded by sports premium- Multisports, Boogie Pumps and girls football</li><li>- Creation of new yr5/6 Boys football tournaments</li><li>- Yr 1 and 3/4 mixed athletics events</li><li>- WASPS meetings x1 per term</li><li>- Parent attended sports days in Year groups which were very well received</li><li>- Sports premium funded places at clubs for PP children</li><li>- Improved use of Seesaw to track skills</li><li>- Use of GETSET4PE to assess progress in each year group</li><li>- Continued use of Getset4PE as a resource that all teachers enjoy using</li><li>- Support for ECT teachers in delivering PE Lessons</li><li>- OAA continued to be embedded and taught through cross curricular means</li><li>- Sports crew delivering active games during lunch time</li><li>- School sports workshops- Alife, climbing wall, Glow dodgeball and Basketball</li><li>- Wellbeing links 'Be Active'</li><li>- Unleash your drive golf funding for training and golf equipment- workshops delivered to Year 6 and CPD for teachers</li><li>- Balance bike clubs and lessons for Reception and Year 1</li><li>- KS2 orienteering</li><li>- Continuation of Year 4 swimming</li><li>- Average 33-35% of our active clubs were PP children.</li></ul> |                    |      |           |
| Curriculum: Intent, Implementation, Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                    |      |           |
| Intent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                    |      |           |
| <ul style="list-style-type: none"><li>1) Raising the profile and engagement of PE and Sport across the school and helping children to understand the benefits of being active for physical and mental wellbeing.</li><li>2) Embedding and progressing PE skills and use of key vocabulary from EYFS to Year 6.</li><li>3) Increased engagement of PP pupils in sport, physical activity and extra-curricular clubs.</li><li>4) Increased opportunity for pupils to experience extra-curricular sports clubs and competitions.</li><li>5) Developing and supporting the teaching and expertise of staff.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                    |      |           |
| <p>PE provides pupils with the opportunity to learn how to be successful participants in physical activity and sports. It allows pupils to understand how physical activity affects their bodies and their minds. It allows children to show a different side to one we see in the classroom and it helps them to understand why physical activity is an important, necessary and enjoyable part of life as they grow up. We want children to develop basic physical skills such as, balance, co-ordination and agility while also understanding the importance of physical activity for their health and mental well-being. We aim to provide children with the opportunity to engage children in moderate to vigorous intensity physical activity to help meet government targets of at least 60 minutes a day. Our target for the year was to reintroduce clubs, extra-curricular activities and sporting opportunities for all the children and target those children who are less likely to join active clubs such as PP children, girls and less-active children. We want to provide children with an opportunity to learn to swim 25m confidently using different</p>                                                                                                                                                                    |                    |      |           |

strokes and to perform a self-rescue in water.

### **Implementation**

PE at Westfield follows the develop of integral skills and abilities which begin in Reception and will develop throughout the school to Year 6. Our progression of skills and subjects overviews follow national curriculum guidance and topics/units are adapted to best suit the children at Westfield who are naturally at the heart of everything we do. The curriculum considers the importance of both the breadth and depth of learning. The allocated 2 hours curriculum time is sometimes split between the class teacher, Ultimate Coaching and specialist-swimming teacher. The class teachers deliver the broader aspects of Physical Education including dance, gymnastics, fitness, handball and OAA because this is where children are taught how to control, develop and understand their bodies with a focus on core physical education such as Agility, balance and control. This core understanding and development can then be applied in Sports and Games lessons which is where Ultimate Coaches are utilised best for their knowledge, game and drill adaptations and tactical understanding. Ultimate coaches and teachers follow the PE rationale and overviews in order to best work on skills previously learnt and develop new skills which can then be applied to learning later in KS2. Our skills are mapped from Early Years to Yr6 and are built on each year as the child develops physically, mentally and socially.

Class teachers and Ultimate Coaching are supported with excellent PE resources that provide extensive teaching and learning materials including detailed activities, video clips, backing music and links to other areas to aid progression (Getset4PE). Lessons begins with warm-ups and move to a starter so that teachers can assess pre-existing control and experience. Pupils then work through a range of progressive activities around a certain skillset. There are opportunities to extend and challenge individual pupils and provide adaptations for others. Skills are taught and assessed through a series of lessons which lead to a focal point such as a game, performance or inventive task where skills can be refined, used in a team setting and developed further. Skills and subjects are mapped throughout the school so that teachers can see previous learning outcomes and future learning outcomes. This allows them to teach a lesson knowing how it will impact the child's skills in the future and what it has been developed from. PE teaching is assessed and monitored by the PE Lead via the creative curriculum assessment document, PE Lead observations, skill videos on the school server, Seesaw evidence and Pupil and staff voice. We provide extra-curricular sporting activities through clubs before, after and during school hours. The clubs are run by, staff, peers, coaches and outside providers to allow children to have access to a range of sports clubs. PE Kit is also worn by staff and students on PE days to allow for more time to be set aside for the subject as well as raising awareness of PE in school. Access to PE and clubs is aided by spare equipment, clothing and resources including swimming kit so that no child misses out.

### **Impact**

The use of our skills progression and curriculum documents lays out clearly the progression and stages of physical development that children should be at. The lessons themselves allow for easy adaption to ensure that all learners can achieve and work towards the skills they should be learning. This year we have been able to run full extra-curricular clubs, events and competitions in schools and at other schools which has really developed team work and inspired a desire for healthy competition in children across the school. We have had a least monthly extra-curricular events such as football, netball and rounders tournaments with other schools. The team photos for these events have been displayed proudly on the PE board which is inspiring younger children to participate and get involved.

- School staff continue to wear staff PE kit and promote PE within the school.

- Allocated PE days means that more time is spent doing lessons rather than changing
- Children are more physically active.
- Children have more opportunities to take part in new ways to keep them active.
- Children are able to experience new sports and take part in competitions.
- All children are able to succeed in PE.
- PE Curriculum has a clear set of skills which are developed year on year.
- Teachers are confident in teaching PE skills and sport. Teachers understand skills progression in PE and how to develop skills with their class.
- Getset4pe scheme lessons are supported with the correct equipment.
- Teamwork is promoted through PE lessons, clubs, sports teams and house competitions.
- Prior knowledge and skills are developed throughout the school. Children experience a variety of sports and PE units.
- Sport and PE vocabulary is promoted through PE lessons.

**Next steps:**

- Continue developing extra-curricular clubs and making them accessible for all children.
- Continue to develop core teams within school and allowing them opportunities to compete together
- To target throwing and catching as a key development aim for all children in 25-26

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| <b>5 Key messages of the year:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>What Performance Information is monitored?<br/>What are the 3 questions are you considering for future developments?</b>                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>• To ensure the subject is taught to a high standard.</li> <li>• To raise the amount of PP children taking part in extra-curricular sports and competitions</li> <li>• To ensure PE units follow the curriculum mapping and skills progression documents.</li> <li>• To ensure that cross-curricular links continue across the school.</li> <li>• To make clubs and competitions accessible to all children.</li> </ul>                                                                                                               | <b>Key Questions:</b> <ul style="list-style-type: none"> <li>• How do we get PP or inactive children to participate in clubs?</li> <li>• How can we make sports events more accessible and more efficiently organised?</li> <li>• How can we use GETSET monitoring to ensure children are not falling behind in PE?</li> </ul>                                |
| <b>What is progress like within this subject?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>How much funding did you receive this year and what was it spent on?</b>                                                                                                                                                                                                                                                                                   |
| Children are making progress and we are prioritising the basics of throwing and catching. These skills are evident in many areas of the PE curriculum. The lessons are designed well and adapted when needed by coaches and teachers in line with the needs of their cohorts. Progress has been building and children are doing well when developing core Physical Education such as agility, balance and control. Teachers and students are able to see progress from previous skills taught in lesson sequences and within unit sequences throughout KS1 and KS2. Tactical | <b>Sports premium funding 25-26</b><br><br>Workshops- Basketball, Alife, Climbing wall<br>Clubs- Multisports, Boogiepump termly<br>Pay for PP children to attend football club<br>New equipment- Gym apparatus<br>Replacement of broken/ old equipment.<br><br>See Sports Premium document for full breakdown of expenditure in line with the Key Indicators. |

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| skills and understanding is taught well and KS2 children apply these in PE lessons and when competing for the school.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>How does your subject area help to further develop SMSC (Learning for Life) in and around the school?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>How are Fundamental British Values promoted within your subject?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>• Giving opportunities for experiencing sporting events and new experiences such as archery inside and outside of school.</li> <li>• Links made to our whole school 5R's during lessons</li> <li>• 'The Westfield way' and clubs code of conduct</li> <li>• House games and House captains raise awareness of team work and belonging.</li> <li>• Understanding fair play and how this can be used off the sports field</li> <li>• Understanding bodily changes from a physical and mental perspective</li> <li>• Helping children understand that sport and being active can help them as they grow up and in adult life.</li> <li>• Health and Wellbeing- healthy lifestyles, growing and changing.</li> <li>• Relationships- teamwork, communication, sportsmanship (Relationship Riley).</li> <li>• Positivity- celebrating achievement, sportsmanship, encouraging team mates.</li> <li>• Respect-working together, listening to the captain/umpires/peers, following rules.</li> <li>• Independence- trying new things, developing skills (Risk Taking Robbie/Resilient Ronald).</li> <li>• Diversity- exploring sports and activities related to other cultures (Chinese dancing). Adapting lessons for SEND. Trying new sports like seated volleyball.</li> <li>• Excellence- sports day.</li> </ul> | <ul style="list-style-type: none"> <li>• Mutual Respect- working as a team in a game or lesson, sharing ideas, use of refs and umpires.</li> <li>• Individual Liberty- freedom to choose own sport or create own games/activity.</li> <li>• Tolerance of different cultures and religions- experiencing different sports from different cultures or those who are disabled.</li> <li>• Following the Westfield Way.</li> <li>• Rule of Law- understanding that society functions through rules and consequences through sports.</li> </ul> |
| <b>If you could change/ develop one thing in this area what would it be and why?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>What will be the three key resources you will be bidding for this year and why?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| <p>Health and wellbeing - encouraging inactive children and those who may not have access to sports otherwise (PP).</p> <p>Focus on experiences of competitive sport at a younger age and targeting girls to develop a love for sports/games before transition to secondary school. (Youth Sport Trust)</p> | <ol style="list-style-type: none"> <li>1. Getset4PE</li> <li>2. Equipment updates &amp; sports workshops.</li> <li>3. Supply cover funding so that PE lead can attend and support with team sports events.</li> </ol> |
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### Subject Web: Why do we teach what we teach?

- Fundamental movement skills
- Development of agility, co-ordination and balance.
- GEYFS Gross and fine motor skills development is developed throughout early childhood
- Development of rules for specific sports (football, hockey, netball) and accompanying vocabulary and tactical awareness
- Working collaboratively with others.
- Learning to being a good sportsman by being kind, resilient, respectful and supportive.
- Experience new activities and sports to allow children to find something they enjoy doing
- Experiencing competitive sport in some form.
- Developing understanding of our bodies physically and mentally

### Topics taught across each year group:

| 2025/2026 <span>Edit</span>                            |                                |                               |                                     |                                       |                       |                                              |
|--------------------------------------------------------|--------------------------------|-------------------------------|-------------------------------------|---------------------------------------|-----------------------|----------------------------------------------|
|                                                        | TERM 1                         |                               | TERM 2                              |                                       | TERM 3                |                                              |
| <b>Reception</b><br><i>R Bumblebees, R Butterflies</i> | Introduction to PE : Unit 1    | Fundamentals : Unit 1         | Gymnastics : Unit 1                 | Dance : Unit 1                        | Ball Skills : Unit 1  | Games : Unit 1                               |
| <b>Year 1</b><br><i>1 Beetles, 1 Ladybirds</i>         | Fundamentals<br>Gymnastics     | Invasion Games<br>Ball Skills | Dance<br>Net and Wall Games         | Sending and Receiving<br>Target Games | Fitness<br>Athletics  | Team Building<br>Striking and Fielding Games |
| <b>Year 2</b><br><i>2 Caterpillars, 2 Dragonflies</i>  | Fundamentals<br>PPA - Football | Dance<br>PPA - Basketball     | Gymnastics<br>Sending and Receiving | Target Games<br>Net and Wall Games    | Fitness<br>Athletics  | Team Building<br>Striking and Fielding Games |
| <b>Year 3</b><br><i>3 Owls, 3 Robins</i>               | Gymnastics<br>Football         | Dance<br>Netball              | Handball<br>Hockey                  | Fitness<br>Tennis                     | Athletics<br>Cricket  | OAA<br>Rounders                              |
| <b>Year 4</b><br><i>4 Kingfishers, 4 Woodpeckers</i>   | Swimming<br>Basketball         | Swimming<br>Football          | Swimming<br>Tennis                  | Swimming<br>Dodgeball                 | Rounders<br>Athletics | Swimming<br>Cricket                          |
| <b>Year 5</b><br><i>5 Penguins, 5 Puffins</i>          | Dance<br>Football              | Gymnastics<br>Basketball      | Handball<br>Hockey                  | Dodgeball<br>Tennis                   | Athletics<br>Cricket  | OAA<br>Rounders                              |
| <b>Year 6</b><br><i>6 Falcons, 6 Hawks</i>             | Netball<br>Gymnastics          | Dance<br>Rugby                | Tennis<br>Badminton Y5/6            | Volleyball Y5/6<br>Fitness            | Athletics<br>Rounders | Cricket<br>OAA                               |

**Overview and Rationale for curriculum organisation ensures statutory content for skills and knowledge is covered.**

2 hours per week including swimming for year 4. For all year groups 1 hour is Physical Education and is taught by a Teacher or swimming teacher. The second hour may be taught by the teacher or Ultimate coaching and will have more of a games focus where children will apply physical education, key movement skills and tactical awareness within the game lesson. Subjects/topics are spread throughout the curriculum from Yr1-6 where possible and mirror the sporting season for the UK with sports such as football, rugby and hockey played in the Winter months and Athletics, cricket and rounders in the Summer months.

Some subjects such as football are taught every year consistently due to the popularity of the sport in this country and across the world. It is a Universal language that unites a lot of our children who have diverse backgrounds and may come from other countries. Other subjects are with a year in between so that children experience other sports and there is a chance for them to grow and develop physically before being taught the subject again. For example Hockey skills are taught in Year 2 (tracking the ball), Year 3 (receiving and passing the ball using a stick) and Year 5 (applying sending and receiving skills under pressure in a team situation in order to maintain possession).

Children also play active organised games at lunchtime and take part in optional clubs before, after and during school. We are working hard to increase the number of competitive sporting opportunities that our children can experience outside of the curriculum. Children also have a games competition or performance lesson at the end of each unit.

**Describe what a good learner of this subject looks like when they leave Westfield Primary School?**

*What are the 7 key components of a good learner in your subject?*

1. Developed physical education knowledge and vocabulary
2. Curiosity to learn and try more
3. Enhanced understanding of sport and culture across the world via curriculum weeks and sporting events such as outside visitors.
4. Able to articulate skills used and identify next steps in their learning
5. To have pride in their abilities, both individually and as part of a team
6. Developing a love of sport and being physically active which will help them to manage stress and pressure at school or work in later life.
7. Finding ways to be active outside of school.

**What does Fast Feedback look like in your subject?**

Teachers and coaches give children fast feedback verbally in the lesson to encourage, adapt or challenge children. Peer feedback is also used in PE a lot and children are encouraged to discuss what was good and what could be improved. Observing lessons and skills allows

**Has there been school training and / or development related to your subject / specific SDP objectives? Have you taken part in any individual research?**

Subject Folder holds any information pertaining to QAs, subject networks, informal networks,

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| <p>teachers and coaches to adapt lessons when needed.</p> <p><b>How do you know this has been effective for children's progress?</b></p> <p>Quality assurance checks by the Subject Leader.</p> <p>Pupil Voice</p> <p>Staff voice</p> <p>Feedback from coaches</p> <p>Creative curriculum assessment sheets</p> | <p>moderation, training power points, online courses, research activities.</p> <p>Subject leader takes part in termly local PE lead network meetings and Active Surrey meetings.</p> <p>We have also installed a new 'Cross curricular orienteering' course in the school which allows teachers to teach all areas of the curriculum in an outdoor learning environment.</p> <p><b>What has been the impact of this on the children and staff?</b></p> <p>Staff can now use orienteering equipment for cross curricular activities to promote active lessons. Children will then be more active and engaged in learning.</p> |
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