

# QUALITY MARK IN PRACTICE

## CRAWSHAW ACADEMY – POSITIVE LEADERSHIP

**Ben Langford** [afPE school member]

### CONTEXT

Crawshaw Academy, a member of the Red Kite Learning Trust, is a mixed 11-18 academy with a comprehensive intake in Pudsey, West Yorkshire. It had been placed in 'special measures' following an Ofsted inspection in January 2013 but, following a further inspection in 2015, the school was graded 'good'. During this time, in 2014, it was also awarded the Association for Physical Education (afPE) Quality Mark with Distinction. This made it the first secondary school in Leeds, and indeed one of only 50 schools in the country, to achieve national recognition for standards in physical education (PE). In April 2018, to the delight of the academy, local community and the trust, we were successfully re-awarded afPE Quality Mark with Distinction for a further three year period.

During this period of rapid change and ambition to strive for excellence, the entire academy staffing structure was changed into a faculty system. Through strong and forward-thinking leadership in PE, and with support from the academy's principal, an additional Faculty of Health and Wellbeing was created in an effort to drive PE, sport, food and nutrition, health and social care, and PSHCEE (personal, social, health, citizenship and economic education).

“There is a missing aspect to much curriculum planning and it is this: that too little attention is paid to the wider context and the bigger picture.”

Mary Myatt (2018, p149)

### LEADERSHIP AND IMPACT

Within the strong and well-respected faculty, and working in partnership within the academy as well as other schools and local providers, the PE department has made significant contributions to the school's vision and values of 'providing the inspiration, support and challenge to enable

us all to achieve our personal best'. PE is a key part of school life and is seen as such by the leadership of the academy, who have made it a whole school priority. We strive to focus on the promotion and celebration of students' successes in school sport. In addition, its worth has been recognised by an increase in curriculum core PE time, working towards all students receiving two hours a week, as well as the introduction of a Key Stage 5 PE curriculum offer.

### CURRICULUM

Time has been taken to develop a curriculum that considers the difference PE and school sport can make to the development of well-balanced, responsible individuals. This has been achieved using afPE guidance, focusing on high quality teaching, learning and assessment, as well as the importance of personal development, behaviour and welfare of students within the subject. The contribution PE plays within the broader context of the wider school curriculum, through individuals' health and wellbeing, has been considered to reflect the bigger picture of preparing students with the life-skills and work readiness to succeed after Crawshaw. Such examples include raising awareness of health and hygiene, fitness, nutrition, first aid, injury prevention and rehabilitation, as well as careers in PE and sports industries, all within the context of core PE accessed by all students. As a result, students have an exceptionally well-developed understanding of making healthy lifestyle choices, as well as making informed decisions about their emotional and mental wellbeing.

“I think it's really good how we learn about looking after ourselves and our bodies in different lessons, like Food, PE and Guidance. It makes it easier to understand and connect together.”

Rhea, Year 11 student (My Health My School Survey/Student Voice)

### TEACHING, LEARNING AND ASSESSMENT

PE leadership is well informed by a high level of subject expertise that is understood by staff and students including effective long-, medium- and short-term planning that is successfully embedded in the curriculum. Explicit policies and procedures are in place with teaching of key safety points in each activity to students, promoting a safe, secure and inclusive learning environment that takes away barriers to learning. This enables students to participate in a broad and balanced range of activities from Year 7 to 11 where they experience highly effective continuity and progression in their learning and work towards their best possible outcomes in PE. As a result, PE leaders inspire and enthuse staff and motivate students of all ages and abilities to engage fully in PE and do their best. As a result, students hold the subject in high regard and its importance is reflected in the students' approach, attitude and participation in the subject and associated activities.

*Personal feelings towards PE lessons:*

- 95 per cent state: "I really enjoy PE lessons".
- More than 90 per cent strongly agree that: "I am able to succeed in lessons".

(Student Voice)

Recognising the positive impact that PE and sport can have on an individual, the team has implemented a number of practices to improve provision for students. These include the following approaches.

- Increased student responsibility in practical lessons through the use of emerging technologies to develop peer- and self-assessment, as well as monitoring and recording of



assessment in line with whole school assessment and reporting. Almost all students are confident at evaluating, adjusting and adapting performances of their own and others' work, e.g. Key Stage 3 gymnastics lessons regularly use ICT to enhance learning. For example, in a Year 8 lesson, students perform and watch themselves through time delay on iPads using the 'coaches' eye' app, allowing for self- and peer-assessment and meaningful discussion with teachers on how they can improve.

- In Key Stage 3, students actively take part in setting up, administering and recording (online) a variety of health and skills-related fitness tests, three times a year, in line with national comparative data. The learning activity helps in developing and creating more independent learners, motivated by a desire to improve in the subject. This runs alongside ongoing teacher assessment undertaken throughout the year. Individual progress is talked about with parents/guardians and specific examples can be discussed to identify the best possible outcomes for each student.
- In addition, Key Stage 4 and 5 students access examination PE online resources, e.g. Everlearner,

allowing differentiated support and intervention with mini-lessons and topic quizzes that provide instant feedback on progress, as well as evidence of progress over time. This has contributed to more confident, independent learners. This means of formative assessment also aids discussion with students and reporting through summative assessments to parents/guardians on students' progress.

- Seeking to build on game activities delivered within Key Stage 3, students experience planned opportunities for competition through Sport Education. As a result, students are able to organise themselves into groups and teams and allocate roles constructively. They are able to set up their own equipment and drills to practise safely. They ask each other questions regarding warming-up and test each other on muscle names using their initiative. They show the ability to transfer skills from practices to game-play. Due to this, successful students are able to work as effective leaders to coach their peers through differentiated practices. Independent learning, increased confidence, co-operation, negotiation, patience and enjoyment are all outcomes evidenced through the approach.

### THE IMPORTANCE OF PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE OF STUDENTS

Sports leadership opportunities are highly valued at Crawshaw. Key Stage 4 and 5 students take opportunities to support students in Key Stage 3 curricular and extra-curricular provision. Sixth form student volunteers, talented leaders and performers are encouraged to work with younger years in lessons or specifically in their chosen sport through extra-curricular clubs. For example, Year 13 students with aspirations of a career in teaching, support and deliver – under teacher supervision – Year 7 curriculum PE lessons. Likewise, Year 11 students have delivered girls' football training sessions. As a result, students have gained valuable experience to move on to higher education institutions through time dedicated to supporting and taking on a variety of roles, e.g. coach, referee, team manager, and benefiting younger students through their time and dedication.

We have developed a strong sports leadership programme over the course of a number of years where Key Stage 4 students work with our primary feeder schools. Examples are within Key Stage 1 and 2 PE and sport provision in lessons, events and festivals, as well as Key Stage 2-3 sports transition opportunities for students to





work with Year 6 pupils during the time between primary and secondary school. As a result, Year 10 and 11 sports leaders work with primary feeder schools in developing opportunities for increased participation and competitive sport, e.g. Year 2 FUNDamentals, Year 3 heptathlon and Year 4 multi-skills festivals, as well as Year 5 and 6 football, tag rugby, Kwik cricket, Hi-5 netball, indoor athletics and summer Olympic festivals. Students develop their self-confidence and self-esteem and act as role models to other students. It has also improved the behaviour of some of the less-engaged students. Furthermore, Year 7 and 8 students at Crawshaw successfully engage in supporting a structured Year 6 sports transition programme for pupils who are identified by primary school staff as challenging or vulnerable, co-ordinated by the PE department and Year Manager (head of year). Primary pupils undertake a four-week programme to help them settle into their new school and engage with staff, encouraged by Year 7 and 8 students who volunteer after school.

### EXTRA-CURRICULAR

We have worked extremely hard to develop our extra-curricular programme. The wide range of extra-curricular clubs offered throughout the academic year appeal to students of all years and ranges of ability including gifted and talented, SEND and Pupil Premium students. This has shown a marked improvement in developing student outcomes of enjoyment and making active, healthy lifestyles choices. Students are eager to participate. For example, fitness clubs throughout the week are attended by a diverse student demographic including Key Stage 3 and 4 SEND and Pupil Premium students, who

regularly attend and thoroughly engage. Further examples include girls' Key Stage 3 football and futsal, as well as Key Stage 3 and 4 trampolining.

Recruitment of non-PE staff who are committed to support school teams and extra-curricular opportunities has increased provision, allowing the PE department to further develop the range of activities on offer. Consequently, participation in clubs increased 60 per cent from 2015-16 to 2017-18. The opportunities have made a big difference to all students' knowledge and skills whatever their age, gender or level of ability.

*“ I have really liked the chance to take part in girls' football, rugby and netball and play in games against other schools that I haven't ever done something like this before. I received a sporting achievement award at last year's end of year awards presentation, which felt really good. ”*

Emily, Year 9 student (Student Voice)

Significant expansion of our extra-curricular programme has led to competitive sporting success at local, regional and national levels. Students (boys and girls) have excelled in competitive local, regional and national football and rugby league competitions, as well as a variety of other competitive sports and activities. For example, Year 8 students were among the last 16 teams in the English School Football Association (ESFA) National Cup while Year 9 students were West Riding FA (WRFA) County Cup Champions. Through these opportunities, students have developed resilience and team spirit. This

has continued to improve the ethos of each year group and they are able to celebrate success and be proud of themselves and their school, striving for further success.

Excellent sporting partnerships have been forged with other local schools and the wider sporting community to provide a wide range of physical enrichment activities, for example: Leeds Juniors Football Club, Pudsey St Lawrence, Stanningley Rugby Club and Leeds Beckett University. In particular, Leeds Rugby Foundation makes a positive contribution to improve the quality of learning through external coaches during curriculum PE and extra-curricular sport. This has increased participation by boys and girls in rugby league fixtures and competitions through their access to specialist coaches, resulting in a 102 per cent increase in participation in three years.

Continuing our belief that strong partnerships are important, we have invested time and funds into online platforms, such as 'Squad in Touch', that promote greater efficiency and effective communication between staff, parents and students participating in extra-curricular activities. This uses an app that allows us to add clubs and fixtures, take registers, assign roles, keep track of scorers and have instant access to parental contact details and medical information at the touch of a button. We also enjoy sharing all of our sporting achievements through our dedicated twitter account @crawshawPE Why not follow us? ■

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