

# Sainsbury's



## Case study: PE co-ordinator at a primary school

In 2014, a member of staff from a primary school attended Sainsbury's Inclusive PE Training. The attendee was the school's experienced PE co-ordinator, whose previous role had been as a teaching assistant working closely with disabled children.

For five years the co-ordinator had delivered classes featuring a wide range of sports, across all age groups, and was passionate about the importance of "children have good quality PE". In her view, PE has the potential to support pupils to gain a range of skills, such as "communication, sharing, teamwork and independent thinking, as well as being able to work in big groups."

The school remains committed to the wellbeing of all pupils, and facilities used for PE and sports activities include a playground, playing field and school hall, with an after-school PE club running two days a week.

The member of staff had tried in the past to be as inclusive in her lessons as possible. However, an Ofsted report indicated that teaching standards at the school had "not been good enough to ensure that all groups of pupils achieved as much as they could."

So she, proactively, attended the workshop because of her role within the school setup, and because the school "has a wide range of 30 children of different abilities. We have some autistic children, some children with behavioural issues and some disabled children." There are also pupils who "don't like or enjoy PE, or were overweight children." She was therefore keen to improve her understanding and skills on how to effectively support all pupils with diverse needs to progress in PE lessons.

The experienced PE co-ordinator later reported that she found the best aspects of the Sainsbury's Inclusive PE Training to be the practical elements, and the ways the tutor demonstrated how simple, albeit effective, adaptations can be implemented to ensure PE lessons cater for diverse needs.

She gave an example: "Playing table tennis and having the sides of the table up and changing the type of bats - just little things that you would not necessarily think of straight away." She also highlighted the importance of focusing on communication with pupils, and ensuring that teachers explain things accessibly and in a way that is age appropriate and clear, or in her words: "How a task is explained and the importance of simplifying what is said." She felt that "those were the two main things" that she took from the workshop and could apply to support her pupils.

As a result of workshop attendance, the PE Co-ordinator recognised the importance of involving pupils in working with her to take ownership of their lessons, this alongside specific tailoring of activities helped their engagement and improved pupils' attitudes towards PE.

For further information about the programme please contact the AK4A team on [AK4A@efds.co.uk](mailto:AK4A@efds.co.uk) / 01509 227751.

