

PE intentions, implementations and evaluation

25/26



Department
for Education



INTENT 25/26	implementation
Key indicator 1: Engagement of All Pupils in Regular Physical Activity (30 minutes in school) ○ Continue developing three focused sports (basketball, quad kids, and tennis) with specialist coaching and extra squad sessions to increase participation and skill development. ○ Provide a variety of clubs for both Key Stage 1 and Key Stage 2 pupils to encourage regular physical activity. ○ Organise internal competitions such as Sports Day and Cross Country to motivate pupils to participate actively. ○ Run a Healthy Lifestyles Day for all children to promote physical activity alongside healthy living awareness.- ran as an afternoon in classes instead of a day.	Key Indicator 1: Engagement of All Pupils in Regular Physical Activity • Move It March Programme & Active Travel Initiatives ○ Engage all pupils in the Move It March programme, providing physical activity trackers and milestone rewards (Bronze to Platinum) to motivate consistent physical activity. ○ Promote Active Travel programmes throughout the year to encourage walking, cycling, or scooting to school, increasing daily physical activity. • Timetabled PE and Active Learning ○ Ensure 2 hours of PE weekly, incorporating active maths and English sessions to embed movement across the curriculum. ○ Provide equipment at playtimes and a wide variety of extra-curricular clubs for Key Stage 1 and 2 to maximise daily movement opportunities. • Sports Ambassador and Playground Leader Roles ○ Train Year 6 pupils as Sports Ambassadors and Playground Leaders to organise and lead active games during lunchtimes, increasing activity levels especially for younger pupils. • Healthy Lifestyles Day ○ Run a whole-school event focused on physical activity and well-being, reinforcing the importance of regular exercise

	and healthy habits. – completed but as an afternoon in class instead of a whole day.
Key indicator 1: Engagement of All Pupils in Regular Physical Activity (30 minutes in school) Intended Impact: • 60% of pupils (approximately 126 children) will actively travel to school, improving physical health and reducing environmental impact. • 75% of pupils (approximately 158 children) will participate in the Move It March programme, aligning with the Chief Medical Officer’s Physical Activity Guidelines. Impact: • Increased active travel will contribute to better pupil fitness, concentration, and readiness to learn. • Participation in Move It March will raise awareness of the importance of daily physical activity and foster lifelong healthy habits. Sustainability: • Continued partnership with SLSSP to deliver and expand universal physical activity projects that engage the whole school community. • Promotion of active travel and physical activity initiatives will be maintained through regular communication and school campaigns. Evidence: • 70% children took part with the Move it March programme – 148 children out of 212.	
Key indicator 2: Raising the Profile of PE and Sport Across the School ○ Engage Year 6 pupils in Sports Ambassador Leader training to develop leadership skills and promote sport within the school community.	Key Indicator 2: Raising the Profile of PE and Sport Across the School • Sports Ambassador and Well-being Ambassador Training

○ Invite a disabled athlete to speak in assembly as an inspirational role model, raising awareness and enthusiasm for sports and inclusivity. ○ Celebrate participation and achievements in PE and sports events through assemblies and school communications.	○ Train Year 6 pupils as Sports Ambassadors to lead the School Sport Organising Crew, promoting sports participation and leadership. ○ Train Well-being Ambassadors to promote the 5 ways to well-being and develop peer support initiatives, linking physical health to mental well-being. • Inspirational Role Models and Assemblies ○ Invite disabled athletes and other role models to speak in assemblies, inspiring pupils and raising awareness of inclusivity and resilience in sport. • Celebration and Cross-Curricular Links ○ Celebrate participation, progress, and achievements in PE through assemblies and displays. ○ Integrate PE with subjects such as English (writing match reports), Maths (data handling), and Computing (creating competition highlights) to raise the subject's profile.
Intended Impact: • 80% of Year 6 pupils will complete Sports Ambassador Leader training, developing leadership skills and taking active roles in promoting sport within the school community. • 100% of pupils will be inspired by at least one assembly featuring a disabled athlete or other role model, increasing awareness of inclusivity and resilience in sport. • All year groups will have opportunities to celebrate participation and achievements in PE and sports events through assemblies and school communications. Impact: • Trained Sports Ambassadors will demonstrate increased confidence, responsibility, and leadership by organising and leading sports activities and events.	

- Pupils will show improved attitudes towards inclusivity and diversity in sport, reflected in increased participation from SEND and disadvantaged groups.
- Increased pupil motivation and engagement with PE, seen in higher attendance at extra-curricular clubs and improved enthusiasm during PE lessons.

Sustainability:

- Sports Ambassador and Well-being Ambassador training will be embedded into the annual school calendar, ensuring ongoing leadership development for future cohorts.
- Long-term relationships with local athletes and sports organisations will be maintained to provide regular inspirational visits and assemblies.
- Celebration of PE achievements will become a regular feature in school life, supported by displays, assemblies, and communications.
- Cross-curricular links with PE will be maintained through collaborative planning with subject leaders, ensuring sustained integration and development across the curriculum.

Evidence:

- Termly Sports and wellbeing newsletter sent out to parents celebrating participation and achievement.
- Each term an assembly was taken to promote achievements of children in competitions etc either through school or out of school. Termly sports award given out in assembly.
- Sports Ambassadors – 6 children trained and action plan was put into place – having spoken to these children they enjoyed having this role and want to continue this at secondary school if there is the opportunity.
- Wellbeing ambassadors – 6 children trained and action plan put into place.
- Playground leaders – 15 children attended training in how to become a good leader. They took it in turns to plan and run a club at lunchtime for Keystage 1 children during the Spring and summer term – the children that participated in these activities through discussion had enjoyed having this opportunity and were more active because of it.

Key indicator 3: Increased Confidence, Knowledge and Skills of All Staff in Teaching PE and Sport

Key Indicator 3: Increased Confidence, Knowledge and Skills of All Staff

○ Upskill teachers by providing high-quality demonstration lessons led by specialist coaches to improve the quality of first teaching in PE. ○ Support staff development to ensure effective delivery of PE curriculum and improve pupil outcomes in physical education.	• Staff CPD Based on Needs Analysis ○ Conduct a staff-wide PE survey to identify gaps in knowledge and confidence. ○ Deliver targeted CPD sessions, including observation of high-quality lessons by specialist coaches, followed by reflective discussions. • Professional Development and Networking ○ The PE lead will engage in local network meetings and conferences to stay updated on best practice, sharing insights during INSET and staff meetings. • Staff Well-being Ambassador ○ Train a staff member as Well-being Ambassador to promote physical activity and health within the school workforce, creating a supportive culture.
Key indicator 3: Increased Confidence, Knowledge and Skills of All Staff in Teaching PE and Sport Intended Impact: • By July 2026, 100% of PE lessons will meet high-quality teaching standards as evidenced through lesson observations. • Staff will demonstrate increased confidence and competence in delivering a broad and inclusive PE curriculum. • 80% of teachers will actively model healthy lifestyles through participation in the Staff Well-being Ambassador programme. Impact: • Staff survey results will identify specific areas for targeted CPD and support, leading to measurable improvements in teaching quality. • Lesson observations will confirm consistent application of high-quality PE teaching strategies across all year groups. • Teachers will become role models for healthy living, positively influencing pupil attitudes towards physical activity.	

Sustainability:

- Ongoing CPD will be embedded through collaboration with local PE networks and South Leicestershire School Sports Partnership (SLSSP).
- The Staff Well-being Ambassador programme will continue to encourage staff engagement in health and well-being initiatives, promoting a culture of active role modelling.

Evidence:

- All teachers watched demonstration lessons weekly for a term to see a sequence of lessons to upskill themselves. Observations showed increased confidence and better structure was shown throughout the following lessons. Teachers feel more confident when it comes to differentiating PE lessons and have more activities linked to different sports.
- PE lead engaged in professional development through local network meetings and conferences, sharing key insights with staff during meetings.
- One staff member underwent training for both Staff and pupil Well-being Ambassador to help support staff as well as promote physical activity and workplace health. They checked in with ambassadors and ensured their action plan was put into place.
- Staff dressed appropriately for PE lessons and active activities which in turn demonstrated good role models for the children.

Key indicator 4: Broader Experience of a Range of Sports and Activities Offered to All Pupils

- Continue to develop and provide specialist coaching in basketball, quad kids, and tennis, offering pupils a wider range of sports.
- Maintain a varied extra-curricular club offer for both Key Stage 1 and Key Stage 2 pupils, ensuring access to diverse physical activities.

Key Indicator 4: Broader Experience of a Range of Sports and Activities

- **Focused Development of Basketball, Quad Kids, and Tennis**
 - Deliver specialist coaching in these sports, ensuring a sequenced curriculum that builds skills progressively from Reception through Year 6.
 - Provide extra squad sessions to deepen pupils' skills and prepare them for competitive opportunities.
- **Inclusive Extra-Curricular Offer**
 - Maintain a diverse range of clubs accessible to all pupils, including those with SEND and EAL, to broaden their physical activity experiences.
- **Fundamental Movement Skills (FMS) Development**

- Ensure that pupils regularly revise and refine FMS such as running, jumping, throwing, and ball skills through purposeful play and structured lessons, especially in Early Years and Key Stage 1.

Key indicator 4: Broader Experience of Physical Activity and Leadership Opportunities

Intended Impact:

- Daily Lunchtime Physical Activities will increase KS1 pupil activity by 40%, improve social interaction, and boost confidence among student leaders.
- Sports Ambassadors will enhance the visibility and organisation of PE and sports events, fostering a positive school culture around physical activity.
- Well-being Ambassadors will lead initiatives supporting emotional well-being, increasing pupil confidence in sharing concerns and promoting mental health awareness.

Impact:

- Playground Leaders and rotating activity zones will create an inclusive environment encouraging physical activity and social skills development.
- Leadership roles will empower pupils, develop responsibility, and promote peer support in physical and emotional well-being activities.
- The National Koboca Survey will provide actionable feedback to continually improve sports and well-being programmes.

Sustainability:

- Annual training of new student leaders ensures continuity and fresh leadership in PE and well-being initiatives.
- Embedding well-being activities within the school calendar, such as Mental Health Week and daily check-ins, will maintain focus on pupil emotional health.
- Regular use of feedback mechanisms like the Koboca Survey will guide ongoing programme refinement.

Evidence:

- Playground leaders ran activities for keystage 1 at lunchtimes during the Spring and Summer terms these were taken up by at least 50% of these children. They enjoyed these activities and liked the range of games available to them.

- Sports ambassadors and well being ambassadors liked the responsibility and took their roles very seriously – they used their initiative to perform a variety of tasks.
- Kobocca survey highlighted attitudes towards sport and wellbeing – results were very positive.

Key indicator 5: Increased Participation in Competitive Sport

- Organise and run internal competitions such as Sports Day and Cross Country to foster competitive opportunities within the school.
- Provide extra squad sessions for focused sports to prepare pupils for competitive events and build their skills and confidence.
- Ensure Year 5 and 6 pupils attend weekly swimming lessons to achieve the national expectation of swimming 25m by the end of Year 6, including essential life skills.

Key Indicator 5: Increased Participation in Competitive Sport

- **Internal Competitions**
 - Organise Sports Day and Cross-Country events that link directly to curriculum learning and offer all pupils competitive experience in a supportive environment.
- **Swimming Provision**
 - Provide weekly swimming lessons for Year 5 and 6 pupils to ensure they meet the national expectation of swimming 25m and acquire essential water safety skills.
- **Pupil Leadership in Competitions**
 - Empower Sports Ambassadors and Playground Leaders to support the organisation and officiating of competitions, developing pupils' subject thinking and leadership skills.

Intended Impact:

- **All pupils** will have access to a broad and balanced PE curriculum, supported by a varied extra-curricular programme that complements and extends learning.
- **High attendance and participation rates** in extra-curricular clubs, including pupils from disadvantaged backgrounds, SEND, and EAL groups, ensuring equity of opportunity.
- **Pupils will develop strong foundational movement skills (FMS)**, enabling them to progress confidently in more complex physical activities.
- **Year 5 and 6 pupils** will meet or exceed national expectations in swimming proficiency and water safety.
- **Pupils with SEND** will receive tailored support to access the PE curriculum fully and achieve ambitious outcomes.

- **Pupils will demonstrate secure knowledge** of rules, strategies, and tactics across a broad range of activities beyond just invasion games.
- **Pupils will understand and articulate the social and mental health benefits** of physical activity, fostering positive attitudes to lifelong fitness.

Impact:

- Pupils regularly participate in PE and extra-curricular activities, showing improved physical fitness, skills, and confidence.
- Increased inclusivity and engagement among disadvantaged and SEND pupils, supported by effective adaptations and targeted interventions.
- Pupils demonstrate improved recall and understanding of PE knowledge, including rules and tactics across diverse sports.
- Swimming outcomes improve, with a higher percentage of Year 6 pupils achieving the 25m proficiency and safe self-rescue skills.
- Pupils exhibit positive attitudes towards physical activity, recognising its benefits for mental and social well-being.
- Staff demonstrate increased confidence and subject knowledge in delivering inclusive, high-quality PE lessons.

Sustainability:

- The extra-curricular offer will be maintained and regularly reviewed to ensure accessibility and relevance for all pupils, with barriers to participation actively addressed.
- Staff will receive ongoing training and support to enhance their pedagogical content knowledge, particularly for supporting SEND pupils in PE.
- Swimming provision will be sustained with regular monitoring of pupil progress and targeted support for weaker swimmers.
- Cross-curricular links and celebration of PE achievements will continue to reinforce the importance of physical activity.
- Pupil leadership roles (e.g., Sports Ambassadors) will support ongoing engagement and peer-led promotion of physical activity.
- The school will maintain partnerships with local sports clubs and community organisations to enrich PE opportunities and competitive sport pathways.

Evidence:

- Sports enrichment days – whole school participation – 100%
- After school club participation. 98 out of 123 = 80%
- Yr 3 – 26 out of 31 – 84% Yr 4 – 24 out of 31 – 77%
- Yr 5 – 21 out of 30 – 63% Yr 6 – 27 out of 31 – 87%
- Yr 6 Residential trip – 29 out of 31 = 94%

- 100% of pupils in your current year 6 cohort can swim competently, confidently, and proficiently over a distance of 25 metres for academic year 2025 to 2026.
- 90% of pupils in your current year 6 cohort can use a range of strokes effectively (e.g. front crawl, backstroke, and breaststroke) for academic year 2025 to 2026.
- 90% of pupils in your current year 6 cohort can perform safe self-rescue in different water-based situations for academic year 2025 to 2026.

How Will You Know the Impact? What Evidence Will There Be?

1. Engagement of All Pupils in Regular Physical Activity (30 minutes in school)

How to know impact:

- Monitor participation rates in Move It March and Active Travel initiatives (e.g., number of pupils actively travelling to school, physical activity tracker data).
- Observe and record attendance at extra-curricular clubs and lunchtime activities.
- Collect pupil and staff feedback on physical activity enjoyment and engagement.
- Measure pupils' fitness and readiness to learn through observations and wellbeing surveys.

Evidence:

- Physical activity tracker reports and milestone achievement records.
- Club registers and attendance logs.
- Pupil and staff surveys/questionnaires.
- Observational notes from Sports Ambassadors and staff.

2. Raising the Profile of PE and Sport Across the School

How to know impact:

- Track the number of Year 6 pupils completing Sports Ambassador training and their active involvement in events.
- Record attendance and pupil feedback from assemblies featuring role models.
- Monitor participation rates in PE and sports events before and after celebrations and communications.

- Review cross-curricular work samples linked to PE (e.g., match reports, data handling).

Evidence:

- Training completion certificates and leadership activity logs.
 - Assembly attendance records and pupil reflections.
 - Newsletters, displays, and social media showcasing PE achievements.
 - Samples of cross-curricular work and teacher feedback.
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3. Increased Confidence, Knowledge and Skills of All Staff in Teaching PE and Sport

How to know impact:

- Conduct pre- and post-CPD staff surveys to measure confidence and knowledge gains.
- Use lesson observation and learning walks to assess teaching quality improvements.
- Monitor participation in Staff Well-being Ambassador activities and related initiatives.

Evidence:

- Staff survey results and CPD attendance records.
 - Lesson observation reports and feedback forms.
 - Records of staff-led well-being activities and participation rates.
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4. Broader Experience of a Range of Sports and Activities Offered to All Pupils

How to know impact:

- Track participation rates in specialist coaching sessions and extra-curricular clubs.
- Monitor progression in Fundamental Movement Skills (FMS) through assessments.

- Gather pupil feedback on variety and enjoyment of sports offered.

Evidence:

- Club and coaching attendance registers.
 - FMS assessment data and progress reports.
 - Pupil focus group feedback and surveys.
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5. Increased Participation in Competitive Sport

How to know impact:

- Record pupil participation in internal competitions (Sports Day, Cross Country) and extra squad sessions.
- Track swimming lesson attendance and achievement of 25m proficiency and water safety skills.
- Monitor involvement of Sports Ambassadors and Playground Leaders in event organisation.

Evidence:

- Competition participation logs and results.
 - Swimming lesson registers and assessment records.
 - Leadership role activity logs and pupil reflections.
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General Monitoring & Evaluation

- Regular review meetings with PE leads, senior leaders, and staff to evaluate progress against key indicators.
- Use of pupil voice sessions to gather qualitative evidence of engagement and attitudes.
- Analysis of PE and Sport Premium funding reports to ensure alignment with impact goals.

We have continued to focus on the aim of our competitive sports programme is to provide as many children as possible with the opportunity to experience a wide range of sporting competitions. We strive to ensure that all pupils have the chance to participate throughout their primary school journey, regardless of ability or background. By the end of Year 6, our goal is that every child has had the opportunity to compete and represent the school in some sporting capacity. We believe these experiences help develop confidence, teamwork, resilience, and a lifelong enjoyment of physical activity and sport. The support and opportunities provided through the School Games programme have been instrumental in helping us achieve this aim.

Providing positive experiences at competitions and events is central to our PE vision at Glenmere Primary School. Our PE intent is to develop children's experiences and enable them to achieve personal success, develop appropriate skills, and gain the confidence to participate in a wide range of sports. We believe that all children should have the opportunity to represent their school and experience competition in a supportive and inclusive environment.

Through our competitive sports programme, pupils develop self-esteem, resilience, teamwork, leadership, sportsmanship, and an understanding of both winning and losing. These experiences support children's physical and mental wellbeing while helping them build positive relationships with others.

This year, pupils have participated in a variety of School Games festivals and competitions, including tennis, table tennis, athletics, gymnastics, hockey, dodgeball, basketball, cross-country, rounders, cricket, football and Sports Day. Development festivals have continued to be particularly valuable in allowing a wider range of pupils to experience representing Glenmere, often for the first time, in a comfortable and supportive environment. These opportunities have continued to enable children to develop sporting skills, work cooperatively with others, and engage positively with pupils from other schools.

Alongside inter-school events, we have continued to provide a range of intra-school competitions to ensure all children have opportunities to experience competitive sport throughout their primary years. We celebrate participation and achievement through a termly newsletter, certificates, medals and recognition of effort, helping all pupils feel valued regardless of outcome.

As a result, we continue to move towards our aim that every child leaves Glenmere having represented the school or participated in competitive sport in some capacity, while developing a lifelong appreciation for physical activity, healthy lifestyles and positive sporting values.

One Keystage 2 child said

“Playing against other classes or teams at school is great because we can all get involved whether we are good at sport or not.”

Another said

“I don’t think I am very good at running but like it when we have our sports day because we have fun races as well so it doesn’t matter and everyone including parents are cheering us on.”

We still want to prepare our children for the wider world and for life beyond primary school. By providing these opportunities from an early age, children develop a strong foundation of skills, experiences and values that they can continue to build upon throughout their lives. Our aim continues to enable every child to achieve personal success, develop confidence and self-belief, and understand that success can take many forms.

Pupil voice plays a key role in shaping our PE curriculum and school sport offer. Throughout the year, children are interviewed and consulted to gather their views on the activities, sports and opportunities they would like to experience. We actively seek to respond to this feedback and implement suggestions wherever possible. This helps ensure that our provision remains engaging, inclusive and reflective of the interests of our pupils.

Our competition calendar is carefully planned around opportunities available through our school partnership, including competitions, festivals and tournaments. This allows us to provide a broad and varied programme of sporting experiences that caters for different abilities, interests and levels of confidence. Through this approach, we aim to maximise participation and ensure that all children have the opportunity to represent Glenmere, experience competition in a positive environment and develop a lifelong enjoyment of physical activity and sport.

Our school sports partnership continues to provide a varied competition programme, including competitions, festivals and virtual events. As a school, we have continued to enter a wide range of activities across both key stages to ensure pupils experience a broad and diverse sporting offer. By engaging with these opportunities, we have been able to provide different children with different experiences, ensuring that as many pupils as possible can participate, contribute and represent Glenmere throughout their primary school journey.

Alongside partnership events, we have continued to enhance our in-school provision through whole-school activities such as cross-country events, Sports Days, Healthy Life Styles Day and enrichment days. These opportunities have introduced pupils to activities that are not typically included within the PE curriculum, such as cheer, street dance, African dance, inflatables and triathlon activities. Additional opportunities have included rugby coaching for Year 4, participation in a festival at Vipers rugby club, a cricket tournament at Grace Rd, the Brownlee Triathlon for Year 5 pupils, Big Moves for Reception children, active travel initiatives, Move It March, swimming, cycling proficiency and Balanceability.

We have continued to ensure that high-quality PE lessons are delivered by both teachers and specialist coaches. Provision is monitored termly and reviewed regularly to maintain high standards and ensure positive outcomes for all pupils. Two years of staff development watching a specialist teacher teach core PE lessons has had an impact on staff confidence.

Throughout the year, we have continued to participate in a variety of development festivals and events, including dodgeball, tennis, hockey and rugby. These events are carefully targeted to provide opportunities for specific groups of pupils, including less active children, pupils with SEND and less active girls, ensuring that all children have the opportunity to represent Glenmere and experience success in sport.

We have also continued to use specialist coaches and lunchtime training sessions to prepare pupils for School Games and partnership competitions. This preparation has supported participation in hockey, tennis, basketball, football leagues, cricket, table tennis, gymnastics, dodgeball, athletics and cross-

country events. Ensuring pupils are well-prepared before competitions helps them to compete with confidence, work effectively as a team and enjoy positive sporting experiences. This continued approach has contributed to strong club attendance, increased enthusiasm for competition and a growing number of pupils seeking opportunities to represent the school.

Our commitment remains to provide inclusive, high-quality sporting experiences that allow every child to achieve personal success, build confidence and develop a lifelong enjoyment of physical activity and sport.

As a school, we highly value Physical Education and remain committed to ensuring that all pupils have a positive and meaningful experience in PE and school sport. We have worked hard to develop children's understanding of the benefits of physical activity, helping them recognise the positive impact it can have on both their physical health and mental wellbeing.

Alongside this, we have continued to focus on developing our competition teams through high-quality coaching and support from professional coaches. Through regular training sessions, pupils have developed greater stamina, resilience, perseverance and teamwork. These qualities have not only improved sporting performance but have also helped children develop important life skills that they can apply beyond sport.

Our sustained focus on preparation, commitment and personal development has had a significant impact over the last two years. Pupils have demonstrated increased confidence, determination and pride when representing Glenmere, resulting in a number of successful performances and achievements across a range of competitions. While we celebrate these successes, we are equally proud of the positive attitudes, sportsmanship and resilience shown by all pupils who have represented the school.

This continued commitment to high-quality PE, competitive sport and inclusive opportunities ensures that all children can achieve personal success, develop confidence and foster a lifelong enjoyment of physical activity and sport.

Over the last year, Glenmere has achieved success in the following competitions:

- Basketball – Won the Oadby and Wigston tournament, South Leicestershire finals and took part in the county finals which we also went on to win. Two of the children have joined the Leicester Dynamite basketball club as a result of this.
- Gymnastics – Three of the four teams won the Oadby and Wigston competition and went on to represent Oadby and Wigston at the county finals.
- Cross country – many of the children who represented Glenmere performed extremely well in the races with one of the year 5 girls competing at the county championships and winning it – she runs for a linked club – Oadby Owls.
- Dodgeball – Won the Oadby and Wigston tournament, won South Leicestershire tournament and then came 5th in the county finals.

- Cricket – Boys team and the girls team won the Oadby and Wigston tournament. Both teams went through to the South Leicestershire finals.
- Tennis – Year 5/6 team won the Oadby and Wigston tournament.
- Hockey – Came second in the Oadby and Wigston tournament and went through to the finals.

This level of achievement shows the commitment from not only the staff and coaches but also the children themselves.

You could incorporate this as evidence of impact:

Another one of our successes has been our commitment to swimming. Pupils attend swimming lessons weekly throughout Year 5 and continue this provision into Year 6. This sustained approach has had a significant impact on outcomes, ensuring that children have regular opportunities to develop their confidence, technique and water safety knowledge over an extended period.

As a result, by the end of Year 6 this year, 100% of pupils were able to swim 25 metres confidently. This achievement reflects the value of consistent provision, high-quality instruction and our commitment to ensuring that every child leaves Glenmere with this essential life skill. Beyond meeting national curriculum expectations, our swimming programme helps children develop confidence, resilience and an understanding of how to keep themselves safe in and around water.

Our biggest learning has been that providing a wide range of inclusive sporting opportunities significantly increases participation, confidence and engagement in physical activity. By offering both competitive and development events, and carefully targeting opportunities for less active pupils, girls and children with SEND, we have seen many children represent the school who may not have previously considered themselves "sporty".

We have also learned the importance of preparation and high-quality coaching. By investing in training sessions and working with professional coaches, pupils feel more confident, better prepared and are able to enjoy competitions more fully. This has not only improved performance and success in competitions but has also increased enthusiasm for clubs, physical activity and representing the school.

Most importantly, we have seen that success should be measured not only by winning but by the positive experiences children gain. Confidence, resilience, teamwork, sportsmanship and a willingness to take part have been some of the most significant outcomes of our PE and school sport provision. These experiences are helping to prepare our children for life beyond primary school and fostering a lifelong appreciation of physical activity and healthy lifestyles.