

Primary Premium for New PE Subject Leads

Sarah Barrett

Audio Transcript

0:30 Slide 1

Good Morning Everybody,

Welcome, I'm going to get started because it's already four minutes over and it's a really short time to do a presentation in. I need to grab every minute and every second I can get. My name is Sarah Barrett and I'm one of the Directors at PASS. PASS stands for Physical Activity and Sports Specialists and we're a team of specialist Primary PE Teachers who work in a range of different Primary Schools around the county. We work with schools on a daily basis, so we teach PE lessons alongside the classroom teacher and other adults and run a range of other things as well. I feel like I'm with you guys on the floor every day. I don't sit in my ivory tower writing schemes of work and projects that might work I'm there every day and so are the team. So, I know the struggles that you guys face day to day and so on. The presentation is only 40 minutes so I'll do my best to cover as much as I can in that time so you go away feeling a lot more confident about the PE and School Sports Premium and motivated in knowing how best to spend that money. Hopefully you're here because you're a new PE subject lead or relatively new. Whether that's a role you've chosen to do in your school or politely nudged your way, you're here today which shows you're committed to do a good job in your role. Unfortunately, the presentation wasn't printed but I've been told the presentation will be on the Kent Sport website, so you'll have an electronic handout. I will have some other supporting documents but otherwise it's just a scribble.

2:23 Slide 2

Okay, so what's the plan? I'm going to talk about what is the PE and School Sport Premium, it's purpose and vision, where we are, so what that sporting landscape looks like and where it's come from, where we are now and hopefully where it's going. What you are and what you aren't allowed to spend your money on, which I often get loads of questions about. Reflections on your current practice at school, so what are you doing pretty well, what priorities have you got going forward. How we evidence the impact of the School Sports

Premium money because it's obviously a big amount of money we are accountable for and how we might go about making sure that we are evidencing that in the right way. And the main thing I want to spend time on is giving you ideas. Giving you ideas about potential projects that I do in my schools, what we do as a team that you can use to meet the 5 key indicators of the Primary Sports Premium. Hopefully we'll give you some priorities going forward so you can leave today thinking this is a real thing I want to work on. Today can be a little bit overwhelming sometimes and it's kind of what is my real focus going forward. Hopefully there will be an opportunity to chat amongst yourselves, network and share ideas. It's a really informal session so if you do have any questions then please do just fire them at me, and if you have any experiences positive or negative you want to share that we could all benefit from please do. However, I don't have a huge amount of time to get into debates.

3:56 Slide 3

So the PE and Sport Premium, this is funding that goes directly to Primary Schools for Primary schools to directly decide what they want to spend the money on. Previously it went to specialist sports colleges and they then disseminated it out through the School Sports Partnership Programme. The Government got rid of that and now give it straight to Primary Schools. Which can be a really great thing if you have a savvy senior leadership team/headteacher so on, sometimes it can be more challenging and as James Kendall mentioned before it is a huge amount of money. Lots of people want a bit of the pie so it's making sure its ring fenced for PE and sport. It's jointly funded by three government departments, The Department for Health, Department for Education and Department for Culture, Media and Sport which shows you the importance of this funding that it isn't just one government area. Three find it really important and are jointly working together. So, for me that's what makes me think it won't go away, they're all mutually beneficial. Health, Sport and Education.

5:10 Slide 4

So, the purpose of the Sports Premium has always been to add additional and sustainable projects and improvements to your children's PE and sport in that academic year. The one thing that keeps getting thrown in there over the last few years is more physical activity, initially it was more PE and Sport. Now its PE, Sport and Physical Activity. The visions of the Sports Premium again haven't

changed, its just evolved a bit, more to do with the language. I believe James said it's the physical literacy, a word you'll hear a lot today and the time in your role. That's making sure the children have the knowledge, skills and understanding but most importantly the motivation to want to do PE, to stay and want to do a club and to be physically active outside of school. As Primary School educators that's our job, to make sure they're excited by PE, Sport and Physical Activity and want to go off and do it. We can do all that hard work, give them the fundamentals, give them those building blocks and then we pass them over to secondary schools. My background is secondary PE so I know there is a dip in participation amongst a lot of children, but we've got to do our job right in the first place to get them excited about PE, Sport and Physical Activity.

6:30 Slide 5

So, where are we? The Sports Premium came in the academic year 2013/14, initially it was a two-year gig which then got extended by a year then a further year. The then Prime Minister David Cameron announced that it would continue to at least 2020 which is where we're at now. Beyond that as you well know there isn't a lot of information. Government have obviously had bigger fish to fry recently, there is a budget release in March when we might find out more information. In July 2017, in typical Government style very quiet while you were all on your holiday they announced on their website in July when no one was going to read it they were going to double the funding. So, the initial eight and half thousand the schools were receiving then got doubled which is where we're at now. And that was through the profits of the sugar tax. The Government said it would continue to 2020 but without seeing the writing on the wall we can't guarantee that. I think that is a real shame because I often feel how can we put a three-year plan in place if you only know it's continuing for that academic year. How much money you receive depends on the size of your school, so obviously two, three form entry schools will receive more than your one form entry school. If anyone is unsure of how much your school receives you can go on the DfE website and click on spreadsheets and look up your school, whether your grant maintained or academy and it will tell you exactly how much you'll get in your two tranches. So, you'll get paid your two separate amounts. I have that spreadsheet on my computer today so if anybody wants to stay behind, say to me this is my school and how much money do we get. Your school business manager or your bursar should certainly know that but I do know some that like to keep it close to their chest.

If you guys are the ones tasked to spend this money in the right way you need to know how much there is, if you're picking up a debt, if there was a really big underspend last year. Those are the things we need to know and understand. So, on the government website you can plug in your school name and find that out.

8:57 Slide 6

Your payment dates, you'll have already received your first tranche and if you're a new PE subject lead that was the 30st October 2019 for a grant maintained schools or the 1st November 2019 if you're an Academy, and that was 7/12 of your grant. Why not half I don't know but it's a bigger chunk of the year, so it's autumn/winter all the way through to spring. Then your second tranche on the 30th April 2020 if your grant maintained or the 1st May 2020 if you're an Academy. That will be the remainder, so 5/12 of your grant so slightly less. So, you know what's coming, it doesn't necessarily mean you can't spend it in your head as you've not got it yet. Certainly, more is spent during the summer because there is more opportunity to do more events outside and get children to competitions. You need to have in your mind a whole year plan of how that money should be spent.

10:00 Slide 7

How to use that money when you've got it. As I said it is to add additional and sustainable improvements to you PE, Physical Activity and Sport. You should try and build capacity in your school, as you know we don't know the future of this funding so it is about making sure the people in your school delivering your PE are confident to deliver it if the money was ever to go. So, we do need to have that in our mind.

10:37 Slide 8

What's allowed for you to spend your money on. You'll be pleased to hear there is a bigger list of what you can spend your money on than what you can't. It can be used for CPD so obviously for you guys to come today and to have cover for you back at school, whatever it costs for you to have a supply teacher. To get people into your school to deliver CPD training at the staff meetings or for staff to attend any twilight workshops in any other schools. To hire specialist PE teachers to work alongside your teachers to upskill and develop their confidence. To introduce new sports and dance onto the curriculum and extra-curriculum programme, so whether that's bringing in a

karate instructor for 6 week or buying some lacrosse sticks to bring lacrosse into your curriculum along with some schemes of work. It's also there to support and involve the least active children, so looking at targeted projects targeting those that are least engaging in your extracurricular and programme and probably your PE curriculum either. So how can we really engage them, there might be a lot of trial and error in that part. We'll talk about that a bit more later.

12:01 Slide 9

To go to more competitions, and if you can't get along to competitions then to host them on your site and pay for things needed to do that. To encourage more children to take on leadership and volunteering roles. This is something they added only two year ago and I think its super important. I massively encourage children to take part in sport leadership for their social skills, emotional skills and team building. It could be a small group of children you choose to train up to be play leaders at lunchtime to deliver activities for children in Key stage 1 or Early Years. It might be to have a sports ambassador or sports crew to be like a sports council or to run events at school. I encourage all my schools to encourage everyone to do sports leadership so to do a 6-week block of training for year 5s, so everyone gets an opportunity to take part in leadership. It doesn't mean the most sporty ones are going to be the best leaders, its actually the children who have the best patience and communication that make the best leaders. Swimming, this always raised lots of questions and has always been a loophole in regard to your Sports Premium money. It is for children who you are worried will not make the national curriculum requirement by the end of Key Stage 2. So, on this document here (reporting template) is your swimming data and there are three national curriculum requirements about swimming. One is to be able to swim 25m, one is being confident in the three main strokes and one is water confidence and safety. Schools swim in different year groups and all schools differ in how they do it, but we need to mindful that if there are any children who aren't meeting the national requirements of the national curriculum what are we putting in place as a school to get them closer to doing it. So if they swim in year 4 because we don't want to do it in years 5 or 6 and there are loads of children in yr4 who can't swim and not even close to, and aren't going to get another opportunity to swim in school what are we going to do about that. Do we want to swim as late as yr6? They might be at their strongest but is there going to be enough time with all their SATs, 11plus and everything else to do a term of

swimming? So it can be used to add additional instructors, additional lessons or if you can't fit it in your curriculum it can pay for crash courses in school holidays where it is therefore up to the parent to have the commitment to take their children to swimming lessons in the school holidays. Obviously, you'd have to have some sort of system in place that they need to turn up because what you don't want is for people to fund it/part fund it and no one goes. But that may be a way of using your funding without dipping into your curriculum time. What else is allowed is to embed more physical activity into the school day. So, to buy resources that might encourage active maths and active reading and writing and there are loads of resources out there now. It might be to train your active supervisors to become play leaders to be more engaging at lunch times and run physical activity sessions at lunchtime. It may be more to do with the daily mile or some sort of equivalent. Early years and Key Stage 1 are brilliant at doing Active break outs and being more active during the day because children can only concentrate for their age plus two minutes. Key Stage 2 is much more sedentary, we're at desks much more of the time especially in the mornings. So, it's important to make sure there aren't lots of red blocks in your heat map because they're sitting still a lot.

16:17 Slide 10

I've covered active miles and swimming

16-21 Slide 11

What's not allowed? So, I did say it was going to be smaller. You can't use it for PPA cover, that has to come out a separate budget. Previous years schools used it this way so now it is very clear its for coaches to work alongside class teachers and adults and not to do the job for them. So, we teach in a range of schools and in every lesson the class teacher is there. It is a CPD process where I'm talking to them about what I'm doing and why, how I'm differentiating a task, where I'm going next and we talk about the term. If I'm going to lead the first lesson, we'll team teach the second, then you'll lead, and I'll support the third and so on. It can't be there to teach the minimum requirements of the National Curriculum. Its normally swimming people try and get away with. Fund capital expenditure is the newish one, and this is where schools found loopholes before. Where head teachers and the senior leadership team saw a big pot of money in the sport premium and would use that to pay for flooring, a new trim trail or whatever that might be. We need to be really careful now, what you're not allowed to do is fund capital expenditure. It's really hard for

me to give you what is and what isn't capital because it's dependent on your school. Your school business manager will have a list of what is capital expenditure and what comes under that budget. Schools in the past have been quite creative with that, I know schools that have pulled money together for MUGA, artificial surfaces, daily mile tracks and so on. We just need to be very careful. Schools in the past have held £10,000 back this year and added to next year. The argument there is that if my child is in yr6 how have they benefitted from that Sports Premium money as that track isn't being laid until next year. So, we need to be mindful that we're spending it on those children in that year. But also having in our heads that it's building capacity for the future. Like I said your school business manager will be able to tell what is and what isn't capital expenditure.

18:45 Slide 12

I feel like I've done a fair bit of talking so I thought we'd do an activity. This is the Head Teacher postcard put together by the association for PE with some key questions which have probably come out of the keynotes already about, are we set up to meet the main purposes of the PE and Sport Premium. There are loads of questions which are summed up in the bottom pink one. If maybe you can share some ideas with the people around you and we'll have a little chat in a moment.

21:25 Slide 12

As there initially isn't a lot of chat I thought I'd engage a bit of chat. I'm also aware we have 20minutes and you probably want ideas for projects. This is available on the AfPE website and quite a nice thing to put on your sports board as well to evoke some key questions. The key question there is – year 6 pupil – Will I leave Primary School this year with better knowledge, skill and motivation to lead a healthy active lifestyle and a love of lifelong physical activity and sport? I think we need to have that in our minds for when we go forward with this money. This sits with key achievements today, the first part of your reflection in the reporting template. Any body want to share any thoughts? We use another company called Take Pride – they give us a lot of opportunity to get the children competing in a wide range of sports and activities. That helps us tick the box with more children participating in competition and because we've been doing it for the past few years now the children want that letter when they walk into the classroom to be on the team. Its been great building it up and now they want to be part of the team. That

echo's what Greenfields said. Obviously if you're not from Gravesham there's a huge plethora of School Games events and other companies like ourselves who run additional games. Some of which are participation instead of out and out competition. The out and out competition ones to get the children out for that is dead easy, it's those who don't engage who are the tougher target group.

23:38 Slide 13

Now onto evidencing the impact. Is everyone aware of this document (reporting template). It was green, that was last years one that got revised in October 2018. This one only came out in November 2019 very slightly on the DfE website. I'm now encouraging all my schools to use this template, it's not too dissimilar to the previous years. Just a change in some of the wording. I think it's an awesome document to keep you on the straight and narrow. You don't have to use it, but it is recommended by the government, its on their website and I think it's a really great way for you to make sure you're putting your funding in the right places. It's based on 5 key indicators which basically summarises the Sport Premium. This is also the document that should or needs to be on your website by July 2020, however I always encourage my schools to get it on earlier than that. I suggest to my schools to get a draft down in September, get down some potential projects. Talk about what's gone well the previous year, what are your priorities for this year. It's a dynamic document, just because you put something on your website December /January doesn't mean it's set in stone. Coming today I'm going to guess you're going to have loads of new ideas to take back to your schools. It's a really reflective document that can always be added to. Ofsted will see it, governors will see it, parents will see it so just be mindful of the language you use. Before Ofsted come in, they will want that document and will use that document to challenge PE subject leads and school governors with the responsibility of PE and sport on how they spend their money and are they spending it in the right way. I used to be a Governor for Sport Premium and it was my job to challenge the PE Lead and say you said you were going to spend £500 on this but at the moment I'm not seeing any evidence of this, or tell me about the project here that you said you were going to spend £1000 on. It's their job to do that.

26.11 Slide 14

The Objectives of the Sport Premium come in five main headings. This is what I meant about keeping you on the straight and narrow and spending money in the right way. Some are easier to spend money on and some are more

challenging. Some you'll find you can very quickly fill those boxes in and others will take a bit more time and thought.

26.43 Slide 15

Key Indicator 1. There's a reason why it's number 1 and that's because it's most important. Children should be taking part in at least 60 minutes a day of physical activity and so it's engagement of all pupils in physical activity. Our job in school is the 30 minutes so they're with us Monday to Friday all day and 30 minutes of that day should be spent doing something physical. And the other 30 minutes is the responsibility of parents and guardians outside of school. At the moment only 17.5% meet the guidance from data published in July in the School Sport Activity Action Plan. Just under 33% do less than 30 minutes a day. So, there is still work to be done. You all know your children who smash 30 minutes, who smash 60 minutes. They run around at lunch time, playing lots of sports, joining all the clubs. However, you'll probably also know the ones who would choose to sit down at lunch time do some colouring and not engage in any of your extracurricular programme, those are the ones we need to make sure we're engaging. All not some.

27.56 Slide 16

This comes from the obesity strategy. I'm not going to read through all that. We're all here because we value PE and sport and understand the physical and mental benefits of taking part in regular physical activity. This sums that up in the Sport and Activity Action Plan that I mentioned on the previous slide, the government want to make 60 minutes a day as important as and as well known as 5 a-day. If you ask a child what does it mean to be healthy? Eating 5 a day. That's generally what their response is but the government want children to say 'being active for 60 minutes a day' so you'll probably see a lot more marketing around that in the future.

28.45 Slide 17

Just a little bit of a reflection. Just have a little chat with people close to you about how physically active you think your children are to meet that 30 minutes a day. I'll come and chat with you. It's a little village school, I started in September and I'm the PE Lead. Everyone got a lead; it was offered out and I wanted that one. Our biggest challenge we've just had is 3 members of staff leaving before Christmas. We had Teamtheme come in and now the new staff are in and aren't PE literate and now Teamtheme are gone. The staff before

were good at delivering PE so didn't need them but now, they've left we need them. We're looking at the moment to whether we get a scheme in, get someone in one day a week, its looking at where the money's going. Half the staff are good at teaching PE, but some haven't taught PE in years so it's upskilling them now. It's whether to get someone in to do it for them or get someone in if they're going to stick around. Perhaps have them in one day to support and another day to lead the lesson. That's what we do (PASS) we can either go in a whole day, half a day or once a term and its very bespoke and whatever the school wants. Some schools want us to teach a lesson alongside the teachers to upskill, some with target groups and build resources whatever the school needs. How Active do you think your children are? Coming from my last school where we had coaches and were very active this one not so much. Even though it's a very well to do area, well to do parents but not overly active. I started a rugby club this term and I've had 5 sign up, I thought it would be great but just didn't get much take up. We've started to do the daily mile, on a Tuesday our head teacher goes and opens the gate up at 8:30, she runs around and so do the kids. The head teacher said about doing that and getting parents involved. Would anyone like to share what goes on in their school? Perhaps you've realised there's got to be so much more done because I'm new to the school. Or perhaps we're really active because we do stuff at lunch times. I'm new to my school and I'm trying to find out what my kids like and want to get them more active because we're not an overly active school. I've started a rugby club but didn't have much uptake so its finding a sport they like. As I said before when engaging the least active it's lots of trial and error. It's current, what's in the media, what are they going to tune into. So perhaps doing some student voice to find out what that is just because you've always run a rugby club doesn't mean it's going to be popular. Perhaps you need to run a scooter club, or the Olympics and Paralympics are around the corner so perhaps something that will lead to that. It's finding out what that niche is. It's very difficult to track physical activity and other workshops today will help to find that out. Heat maps are a great way to find out how active your children are throughout the school day. As I said before Early Years and Key Stage 1 are a lot more active that Key Stage 2. Can we perhaps do some active break outs to get the blood circulating round the body a bit more and I'm sure you'll get more of an output from them rather than sitting at the desk for 45minutes. Active lunch times is probably the one you can make most of a mark on as it doesn't eat into curriculum time. But sometimes the people who work at lunch

times aren't always the most engaging. I've really had to work hard in a lot of schools to get them on board, to get them to understand how important being physically active at lunchtime is. And if they engage a bit more with the children then their behaviour will improve on the playground and everyone is singing from the same song sheet. It's giving those people a bit more authority as well, so a lot of schools have value stickers where they're showing resilience, determination but the midday supervisors and TA's don't get those stickers. But they're showing really good teamwork during their football at lunchtimes, so giving them a bit more ownership maybe they'll be more engaging and back the physical activity side of things.

35.51 Slide 18

Like I said, finding out how much physical activity they do to find a baseline is hard. A heat map is good way. An inclusive health check, if you're school games registered you can do an online health check to see how physically active your children are. If you're a new PE Subject lead your predecessor may have taken part in the School Games Mark so therefore you may have some data on that to see how many are least active. In the most simplest term there's attendance registers, is it always the same children coming to your afterschool clubs? Is it because you're first come first serve and those mums get in there early with their letters? When actually it's the children with the letter still in the bag that we need to engage in our afterschool clubs. So maybe we just need to target our afterschool clubs in a different way, maybe speaking to the class teachers finding out who would benefit from the afterschool club, who's not engaging in PE but could. Once you've established all that you can work out what those projects are.

37.12 Slide 19

So involving all pupils these are some of the things we do in our schools. So, making sure you've got inclusive extracurricular clubs. Not just paid for sessions, it really gets my goat when schools charge for all clubs. That's then really hard for low affluent families to come to them if all of them are external people coming in to deliver and they're £5 each. Across the week that's really expensive, the Sports Premium is there to pay for these people to come in. You've also got pupil premium to help you fund the children who don't engage. Trying not to have clubs that are paid for clubs but free clubs too. We run personal challenges in school each term, so this is a way of children receiving personal bests. We set a fitness challenge every term, they have a go in their

first PE lesson for their first attempt and they then work on it in other PE lessons, at home challenging parents and guardians, at lunchtime to try and beat their best. At the end of term, they send us the number and it's not necessarily the fastest speed bouncer but whose made the most progress from the start of the term with practice to the end of term. That's something that can involve all pupils and something that can involve intra and inter competition. People have talked about the Daily Mile and whole school work outs. You can get Joe Wicks the body coach into your school to do whole school workouts. The Olympics and Paralympics are around the corner so there's plenty of opportunity to get in some taster workshops with new sports. Speed climbing, surfing and karate are all new this summer. Surfing a little bit tricky but martial arts and climbing are good. We do mountain climbers which is floor climbing because we haven't got a wall as one of our fitness challenges. There's always way round it.

39.32 Slide 20

There are loads of projects for key indicator 1 and please come and talk to us to find out what has worked. Other schools have pedometers, Fitness Fridays, Wellbeing Wednesdays. I do a club for parents and call it Wellbeing Wednesday where we do a run in the morning with their children, fun fitness games adults against children and stuff like that. Key indicator 2 is raising the profile of PE and sport across the whole school. Hardest one to crack, you need to know what your school's priorities are in order to see how PE can affect those whole school priorities. For me there are lots of cross-curricular links with PE. As the keynotes mentioned before often those who struggle academically you can often engage them through PE. Projects like Maths of the Day, Active Maths, teach active there's a lot out there that you can get involved in.

41.06 Slide 21

Values is another one, James talked about his values that underpin his school. Every one of those values has a massive PE stance on it for me. Why not do a PE lesson at the start of your term to launch your value. You'll normally have a value assembly; you'll talk about the values in maths and English but not so much PE. London 2012 we had the PRIDE values in Kent and each of the letters stood for a value, we were going out giving wristbands to promote PE and the values and those do underpin the whole school priority.

41.56 Slide 22

Key Indicator 3 is having your workforce more confident in delivering high quality PE. A lot of today has been about Sport and Physical Activity and less so about PE so far. Greenfields talked very much about competitions, clubs before school not so much about PE. My bread and butter is PE, yes all the other competitions are great, but the PE needs to be decent too otherwise we're not going to give them the physical literacy they need to leave primary school. So, do you need to invest in your staff more, by doing a staff survey as mentioned in the last presentation, can you find where the gaps in your training lie. Is it gymnastics because no body bothers getting the wall bars out because they look weird? So, can we get someone in the get out the gymnastics equipment and show us how to set it up in such a way that everyone's active and we're not queueing. That's something Ofsted don't want to see, everyone waiting in line for their turn. They want to see everyone active for 80% up in lesson. Think ahead, if you're going to have a PE specialist in your school plan what you want them to do. Don't drop them a text the night before saying you're working with yr 3 football. It's planning ahead from your staff survey, who most needs that support. Is it NQTs, is it staff who haven't received training in years, just year 2? Rather than spending the time keeping everyone happy who needs it most. Once you get these people in make sure you're evaluating what they're doing, there are a lot of rogues out there and people tell me they're terrible and I ask why are you still using them. People do because they haven't got the time to see what else is out there. Make sure you're monitoring what they do by talking to the staff they're working alongside. What we do is do a staff audit at the beginning of term to give an idea of their subject knowledge and teaching learning lies, we then spend 6 weeks or two terms with them working on areas they wanted, organisation, assessment. Then at the end of the term we re do the audit to see where they are. We then have measurable data to put into impact reports to share with governors to show the Sport Premium is working. So, we have quantitative data and qualitative because we have the feedback from staff and children. We run lots of CPD ourselves so at the moment in your area if you don't have any CPD in your area we have plenty going on. Gymnastics Tuesday, Dance Thursday aiming for early years key stage 1 next term. But also, it can be bespoke so whatever your needs are.

45.25 Slide 23

This just gives you an idea of some of the ideas and places we're doing it in.

45.26 Slide 24

There are two more key indicators, but both of these have been covered in the first keynotes. So key indicator 4 is the broader range of sports and activities, so Greenfields spoke about their offer of loads of different clubs to try and engage their children and their parents. And like I said earlier making sure its not the same children who do everything so spread the load and ability to access those different things.

46.15 Slide 26

The final key indicator is competitive opportunities, again Greenfields spoke a lot about Intra and Inter competition. I know its very difficult to get out and get to as many competitions. If you had one member of staff like Wendy who wasn't in the classroom that could get to every competition, you'd be laughing but in reality, you haven't. You might not make every competition every term but maybe you could host a few. Get them to come to you, use your sports ambassadors and leaders on school site and that's as easy as stage 1 competition. Use your year 5 or year 6 leaders to run events for reception. We also run local district leagues in the Malling area, and like I said before run personal challenges each term. It doesn't matter where you are in the County you can join our challenges.

47.32 Slide 30

I've not been able to get onto Ofsted but the Ofsted man is coming next so I'm sure he'll excite you. The main thing I'll keep is this slide and slightly of topic. As I said before I've been a governor, and these are the things I've said have in your locker if Ofsted come knocking. These are the sort of things I suggest you have electronically or in a folder.