



# The Hills Academy

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Dear Parents/Carers

Thank you for all of your responses to the SSCo (school sport) survey. The majority parent view has been respected and we will continue to offer the sporting competitions to every child in Years 1-4 next year. However, if a child would like to be withdrawn they may, with parental or guardian written permission. Years 5 and 6 will continue to have access to these fantastic opportunities (sports premium funding is guaranteed until at least 2020). I would also like to share the sporting and PE provision that has already been planned:

- Years 1-6 skills ladders to assist with planning, progression and assessment of PE
- Games coverage document for Years 1-6 to ensure the range of sports are offered
- PE theory coverage for Years 1-6 to be fully educated on the benefits of healthy lifestyles and dangers of inactivity, obesity, smoking etc
- Progression of skills document for Years 1-6 in Gymnastics and Athletics to ensure that skills are progressing and developing through Year groups and assist with planning
- Years 1-6 PE coverage document to ensure that all pupils are receiving a full balanced PE curriculum consisting of Dance, Gymnastics, Swimming, Games and Athletics

We fully recognise the value of a good PE provision within a primary setting, and I have been driving forward this for Years 1 to 4 over the last two years. The Sports Premium funding has given us a real opportunity to improve the PE provision by focusing on the quality of teaching and learning outcomes to ensure a sustainable legacy of excellence in sport and PE provision at The Hills.

CPD (whole staff training) has been geared towards this and will ensure that Years 5-6 will also receive the full benefit of this improved practice. For example:

- Effective differentiation within Gymnastics and Dance through the use of Laban's movement analysis components
- Use of the skills ladders and Dance and Gymnastics targets to plan lessons with effective differentiation and progression across year groups
- Effective differentiation within Games and Athletics through the use of the STEP model (Space, Task, Equipment and People)
- Use of the skills ladders created and Games and Athletics targets to plan lessons with effective differentiation and progression across year groups
- Gymnastics and Dance workshops that have been led externally to provide a wider range of ideas to all staff members
- Embedding of the Teaching Games for Understanding (TGfU) model into the Games curriculum planning

When playing a game many children do not have the skills to allow them to fully engage i.e. during a tennis lesson most children would hit the ball into the net everytime. In addition a few children can dominate play which leaves others feeling demoralised and leads to negative attitudes towards being physically active. The TGfU is a style of teaching Games where game-based situations are created that allow all children to access and develop their understanding of and tactical awareness of the game. This will allow them to be physically active and successfully

play the game when their skills have developed. At The Hills we believe that it is this inclusive approach that suits our whole school ethos and the best model to grow into Years 5 and 6 Physical Education.

The school will also continue to provide and extend before and after school provision of sporting clubs to feed pupil talent and interest as well as signpost to external providers such as gymnastic, soccer, hockey and swimming teams.

Thank you for your continued support of the work we are doing to raise the profile and quality of sport in school and please do not hesitate to contact me if you have any further queries.

Yours faithfully

Mr. Parker