

Rayne Primary School

Complete P.E. Case Study



About Rayne Primary School

Rayne Primary School is situated in Braintree, Essex. They are a small village school with 290 pupils on roll including Nursery. Rayne have a low pupil premium intake but high SEN need.

What was your rationale and reason for choosing Complete PE?

We purchased Complete PE to help teachers with the teaching of PE as their confidence was low. We did not have a scheme of work or planning in place before this.

We decided to choose Complete PE because of the easy access to planning, it is low resource use (except normal PE equipment), and the unit plans are easy to follow, with the sequencing all laid out for you including skills, activities and game-based scenarios. The progression of units is easy to find and follow as well as being able to build your own curriculum of units.

The key aim for implementing Complete PE was to help teachers with the sequence of learning and the progression through the year groups.

How is Complete PE now supporting your school?

As a school, we have used Complete PE to better introduce vocabulary into children's learning. Children can use the key vocabulary confidently and in their explanation of their learning. This has helped as a subject lead to identify any gaps through pupil voice.

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We rolled out Complete PE across the school. The first year (22/23) we rolled with what we knew in regards to a long-term plan. The next year (23/24), we identified where things went well and where they could be improved such as linking units of learning in with different out of school competitions. As a new PE lead, I took feedback from the teachers as to what units of learning worked well in specific terms.

The staff are engaged with Complete PE and children enjoy their learning.

“ The Knowledge Organisers show what vocabulary needs to be embedded and focused on and the assessment tool is easy to use.

Rayne Primary School Class Teacher

 **What impact has Complete PE had/is having in your school?**

Staff workload has decreased over time as the plans are there ready to pick up and go. Staff are now more familiar with the plans and overviews as time has gone on.

As a subject leader, there is regular feedback [from staff] to what works well, what could be improved, and we can develop.

As a subject leader, I have used Complete PE to create my own progression of vocabulary which I have shared with staff.

Because of the similarities and teaching style of the units, children are now able to make links between different areas/domains of learning.

“ The supporting resources with detailed diagrams are clear and easy to follow.

Rayne Primary School Class Teacher



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