**High Peak School & Sport Partnership Case Study**

**TITLE: Using the Sainsbury’s school games mark to drive whole school improvement?**

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| High Peak School and Sport Partnership logo**School : Tintwistle CofE Primary School****Post Code: SK13 1LY****Main Contact and role: Leo Ford- PE subject leader****DATE: 31.10.12** |
| **Focus on:**  **PE: x School Sport: x Health & Wellbeing: x**  |
| **Context (background info)** We had already achieved silver school games mark the previous year so we felt that it was important to thrive for gold.  |
| **What were you trying to achieve? Are there links to any whole school priorities?****A whole school priority was to achieve Gold. As a school we enjoy challenges and we loved the challenge of aiming for gold. To do this we really wanted to focus on not only hitting the criteria but improving the teaching and learning of pupils in our school and the opportunities for school sport.** |
| **What actions were taken? Who was involved? What did you do? What did it look like?**The first step was to gauge what our school felt we needed to prioritise. This involved talking to different stakeholders; parents, teachers, pupils and governors. From talking to these stakeholders the action plan for the year was created. We wanted to look at fundamental skills for pupils, providing quality training for ALL staff, being more involved with the High Peak School Sport Partnership, provide resources for School Sports, develop our leaders in school, be more involved in competitions and local sports clubs. To achieve these points it was crucial that ALL members of staff were involved and willing to take part.Fundamental Skills* Staff were sent on training and scheme of work purchased.

Providing quality training* Through the HPSSP and Derbyshire 80% of all staff attended training sessions.
* School training from coaches on Handball and Basketball- Coach worked WITH and ALONGSIDE staff.

Involvement with HPSSP* Working closely with Dawn Richardson to achieve gold.
* Meetings with Dawn looking at improving PE and School Sports.
* Opportunities of competition with being affiliated with HPSSP.

School Sport resources* We purchased a range of resources, from basketball posts, new mats, netball equipment etc- this has had a massive difference to the pride children feel and the ‘want’ to take part in school sports.

Development of Leaders* Dawn Richardson lead an afternoon session with the whole of year 5 looking at leadership skills.
* ‘Playground Buddies’ meetings weekly with a TA.
* Developing contracts so that children take pride and understand it is an important role in school.

Involvement in competitions* School Sports paid for coaches to Cheerleading competitions- where our national champion cheerleaders were able to compete.
* School Sports paid to cover teachers and Teaching assistants so that we were able to take children to different competitions.
* Being part of the Glossopdale and HPSSP allowed a range of different competitions for all children in KS2.

Involvement with local clubs* After a successful ‘Try something new fortnight’ we introduced this again. This is where we invite local sports clubs to showcase their club. Most clubs involved worked with all the children. Some clubs did this for free and others charged for the day, without the sport funding some of our children wouldn’t have been able to experience some of the clubs involved.
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| **What was the impact on participants? What have been the positive impacts of this work on the young people?** **Quantitative Evidence:*** **Children at Tintwistle attended more clubs than the previous year at 81% attending compared to 72%.**
* **More children attend out of school activities at 84% compared to 67% last year.**
* **We have had an increase in children enjoying P.E lessons to 71% saying they always enjoy PE and 29% saying sometimes.**
* **The words that children are using to describe PE are more positive this year with fun being the most popular word with exciting and challenging being the next two most common words.**
* **80% of children say that they enjoyed sports day compared to 72% the previous year.**
* **We have had an increase of pupils representing the school at competitions, multi-skills events and dance afternoons, which is fantastic!**
* **An increase in Pupil Premium children involved in school sports**
* **An increase in school sports opportunities**

**Anecdotal/Qualitative Evidence:****Through our ‘Try something new fortnight’ boys who would have never enjoyed cheerleading loved the sessions and have asked for it to be part of the curriculum.****Children are very proud of the sporting achievements we have in school and are keen to show other schools.****Quotes:****‘It is great that we have been recognised for our sports in school as we are very proud of it’ Governor****‘I love PE in school’- Child in Year 5****‘Having lots of equipment at lunchtime and playtimes make it fun’- child in year 2** |
| **What was the impact on the school? Ie have they changed their offer or the way they deliver it? Which priorities has it impacted on?****We initially wanted to work with a ‘nationally recognised’ sports coaching provider, however we found that this didn’t quite help develop our own teaching staff or the quality of teaching and learning for our children which I initially thought it would. So it was decided that we would cancel this contract and focus on what the teachers and teaching assistants wanted to develop. We booked in whole school training for gymnastics and dance (which all members of the school staff came to . . . even the school secretary). We joined the HPSSP for the first year and have since sent all staff on training- this has had a great impact in the quality of teaching and learning of PE in school.** **We have invested heavily in our school sports provision. We have two national champion cheerleading teams and it got to the point that they were no longer able to provide transport to competitions so we used the school sports funding to enable the children to take part for pride and inspiration. We have also invested in new equipment, mats, balls, basketball hoops, football posts, dodgeball, handball kits. This investment has had a great impact on lessons and the quality of them but also the quality of school sport provision after school and during play times and lunchtimes. We have a very active lunchtime where there is a rota for differing sports so children remain active while learning new skills.****This year we have trained up our ‘Buddies’ which are our leadership team at lunchtimes. They have a designated teaching assistant who takes meetings and organises them. We also had Dawn Richardson come and do some training with them. This has been extremely beneficial as this allows the children to lead games and sports on the playground. The children have to apply and are in post for at least a half term. We have had a high percentage of children involved with nearly all year 5/6 children involved.****We also have a school sports council. These children are in year 6 and voted by the children from reception to year 6. These 8 children become sports captains for sports day and lead their team. The council talk about PE and school sports and are given a budget to spend. They are giving the responsibility of ordering, justifying purchases and looking through catalogues.** |
| **Top tips: What were the key things that made this work?****A well thought out action plan****Getting all stakeholders involved- Governors, parents, teachers, children.** **Support from your teaching staff****A drive for improvement** |
| **Next steps? How are you embedding and sustaining the activity? How are you extending and developing the impact of this work?**Continuing with CPD for all staff.Asking the school sports council to think about other ideas for school sports and after school clubs. Asking the children to think about different sports they would like to do at lunch times and play times.Helping other schools to achieve the gold award. |