

# Case Study (2014/15)

## Gateshead School Sport Partnership



**Extra-Curricular Activities**  
**Wardley Primary School**  
**Benjamin Evans (Curriculum Manager)**

### MEETING THE CHALLENGE

#### WHAT WERE YOU TRYING TO ACHIEVE?

As a school, we are very passionate about the life long health of all of our children. We believe that if children are not interested in sport before leaving our primary school, they will not go onto develop a healthy lifestyle and an interest in sport into adult life. We already had a well-established afterschool club programme but we generally offered places to the children who were most interested in attending and with a KS2 bias. When considering our vision for the sporting provision in school, we wanted to provide sporting opportunities for **every child** in school. Therefore, we began our mission of **ensuring every child** attends at least **1 six week** block of a **sporting afterschool club**. With high levels of deprivation, we wanted to try and provide as many clubs free of charge (predominantly organised by members of staff) in order to remove financial barriers in preventing children from participating in sporting activities. Any outside provider clubs would be subsidised by the school to keep costs to a minimum. Hopefully, this would create an interest in a sport for all children that they could develop throughout their childhood and into adulthood.

#### WHAT ACTIONS WERE TAKEN?

The aim of every child participating in a sporting club became a part of the school improvement plan (SIP).

Mr Evans met with a parent link governor to share the aim from SIP plan and she decided this would be part of her termly monitoring visit to review our progress with this aim.

At the end of the academic year 2013-14, the SSOC (School Sports Organising Committee - made up from two children from each class in school) sent questionnaires to each class asking the children which type of sporting clubs they would like to attend.

Mr Evans spoke to all teaching and support staff about which sporting clubs they would like to run across the year. As a starting point, we used the Gateshead SSP calendar to help choose which clubs could have an outcome of participation in a competition/festival and organized clubs accordingly. We endeavored to enter a team in every event. We analysed the hall timetables and tried to fill the 10 sessions available each week. We gave teaching staff the first option of hall time and then tried to source 'outside providers' to run clubs where teaching staff may lack expertise (karate, dance, athletics, golf, fencing and tag rugby) to maximize the time available each half-term.

We also looked at the clubs we offered in the last academic and noticed there were few opportunities for KS1 children. We then encouraged staff to consider which clubs would be appropriate for KS1 children.

The Curriculum school improvement team created a register for staff to record which pupils had attend a sporting club for that half term. At the end of each half term, the staff would complete which child had attended the club. We would then target groups of children who had not had the opportunity to participate.

As the percentage of children increased over the year, we involved our SSOC in questioning the children in their class on why they had not attend a club. The SSOC then asked which sports the non-attenders would like to try. The SSOC feed this information back to Mr Evans, who tried to encourage staff to provide clubs in the chosen sport. This led to the creation of a new skipping, dodgeball and golf club ran by the teaching staff. The SSOC designed posters to be placed round to advertise the new clubs.

On some occasions, it was necessary to hold meetings with parents to ask them to encourage and support the children's attendance to a club.

We also looked at the times of clubs. Three children on the Autistic spectrum found it difficult to attend clubs afterschool as it was different to their daily routine, therefore, we hosted a lunchtime club with their key support worker which supported their attendance.

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## WHAT DIFFERENCE HAS THIS MADE?

### WHAT WAS THE IMPACT?

The impact of the vision of having all children attending an afterschool has been outstanding. 255 children out of 257 have attended at least 1 six week block of a sporting club. There have been 23 different sporting clubs including: KS1 and 2 dance, KS1 gymnastics, KS1 Energy Club, KS1 Parachute club, KS1 tri-golf, KS1 multi-skills, KS1 football, KS1 and 2 Boccia, KS1 athletics, KS2 cheerleading, KS2 fencing, KS2 tag rugby, KS2 rugby league, KS2 cricket, KS2 tennis, KS2 football, KS2 athletics, KS2 dodgeball, KS2 skipping, KS2 cross country, KS2 hockey, KS2 golf and KS2 netball.

By the end of the Autumn term, 77% of children had attended a sporting club. Now entering the summer term, 99% of our children have attended at least 1 sporting club. (1% being two children with autism have not attended due to their personal circumstances not allowing) This is a fantastic achievement. In KS2, what is more astounding, is the number of children who have attended more than one club this academic year.

- 74% of pupils have attended at least 3 sporting clubs this year.
- 31% have attended at 6 or more clubs this year
- 6% of pupils have attended 10 more clubs this year, with two children attending 12 clubs.

The sporting clubs have also been a route for gifted and talented sportspersons to have the opportunity to enhance their skills. Teaching staff have been encouraged to target specific children with high levels of ability to attend the different sports clubs available. Along with the clubs being part of the preparation for interschool competition and the pathway for G & T children, our performance in the interschool sporting competitions across Gateshead have improved. In the Gateshead Schools Competitions/Festivals, our performance levels have been fantastic over a number of year groups and sports.

- Year 5/6 football team finished joint top of the league.
- Year 3/4 Gateshead School Tennis Winners
- Year 4/5 Rugby League Winners
- Year 6 Gateshead Schools Crickets Winners (Felling) and County finalists
- Key Stage One Multi-Skills Winners
- Year 5/6 Gateshead Schools Tag rugby Finalists – third place
- Year 5/6 Gateshead Schools Indoor Athletics – fourth place
- Topsability Invasion Games – third place

This year, strong links have been continued and developed with a variety of local sporting clubs through our afterschool club programme including Felling Cricket Club, Felling Magpies Football, Happy Feet Dance, Kensho Karate, Gateshead Storm Rugby League and Heworth Golf Club. Gateshead Storm, Kensho Karate and Happy Feet Dance use our school facilities to run their club with over 20 children attending each club, with more demand than places. Felling Cricket Club have come to a number of cricket sessions to promote their club to the children and to support some coaching. This has enabled children who wish to continue sport outside of school to have a clear pathway into sport outside of school with 57% of children regularly attending a local sporting club outside of school.

everybody in raising the profile of the event and ensuring that it runs smoothly on the day and try to include school leaders in delivering the activities.

### HOW HAS THIS BENEFITED PUPILS?

What has been the most pleasing aspect of the adoption of such an extensive sporting programme is the impact it has had on all the children in school. Whether they are a talented sportsperson or a relatively inactive child, the programme has catered for their needs. The leadership qualities of the children of the SSCO has really driven our aim forward by them helping organise clubs that appeal to the interests of the inactive children. They have taken their role very seriously and are really passionate at ensuring the school provide clubs for all the children in their class. It is also great to see, every evening, the school full of children enjoying sport, learning new skills whilst developing a healthy lifestyle.

For particular individuals, there has been an improvement in attitude and behaviour within the classroom. The children are desperate to be involved in the clubs and to represent the school teams so a conscious effort can be seen into improve their conduct. They are well aware that only children demonstrating good sporting qualities and respect shall be chosen.

Teachers are finding they are being stopped by children at break times to inform them that they have been practising their skills, at home (with friends/parents) or playtime, for the club next week or for the next tournament. They are constantly inquiring when the next festival begins or whether their club is running this half-term. This positivity is creating a buzz around school about sport. This not only motivates the children but also the staff, as they can see how much the children appreciate their time and effort in organising the afterschool clubs.

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### WHY DID IT WORK?

#### CRITICAL SUCCESS FACTORS

- Everybody in the school believing in the vision. By involving and informing the whole school (staff, governors, parents and children) has helped raise the profile of the extra-curricular activities
- Being part of the school improvement plan – This gave the vision a high status within school and allowed time to regularly monitor and review our progress on a termly basis.
- The use of a whole school sporting register meant it was easy to track every individual's participation in sporting clubs.
- Having an enthusiastic and passionate staff who enjoy sport and care about the healthy lifestyles of their pupils.
- Having good relationships with GSSP and local sporting clubs to help develop extra-curricular clubs which staff didn't have the expertise to deliver.

#### TOP TIPS

- Be organised – Using GSSP calendar was a great starting point to plot out the sporting clubs for the whole year and investigation of when halls are available to use. Discussing with GSSP which coaches they might have available to support the children's interests.
- Regular monitoring of a sporting club register allows areas for development to be easily identified, for example, individuals who have not attended or a Key Stage with fewer clubs.
- Praising and thanking the staff – without the dedication, commitment and willingness of staff to give their own time, a wide ranging programme of clubs would be impossible.
- Involving all staff and governors in the vision and encouraging staff to all run at least one sporting club for six-week block.
- Be child centred – Ask the children which clubs they would like (particularly the inactive children)
- Link clubs to a festival/competition as it gives the club a clear purpose and outcome which really motivates both pupils and staff alike.

### HEAD TEACHER COMMENT

*"The development of this year's extracurricular sports programme has been outstanding due to the fantastic efforts of a dedicated team of staff that has whole heartedly bought into the vision of supporting the wider physical and mental well-being of the children in our care. Although there is the constant pressure to support children academically and to think of more inventive ways of teaching maths and English within and outside of the curriculum, the sports team have led the school to promote the importance of balance and to have a focus on health. We believe that this will have academic benefits but, ultimately, will teach children that a healthy mind and body is equally important. The obesity crisis is one which is potentially prevalent in our school as much as anywhere else in the country and the staff seek to encourage children to want to be part of sports beyond school so that they can continue to benefit from all they have to offer throughout their lives.*

*Additionally, the benefits for staff are great. Staff develop stronger relationships with children based on shared goals and achievement whilst having the opportunity themselves to share in an experience outside the formal rigours of the day-to-day focus on core subjects.*

*Staff and pupils together show great pride in their clubs, which is not replicated in any other form within school in quite the same way and, as a result, has strengthened our school community."*

*Mr Malik (Headteacher)*