

# Case Study (2015/16)

## Gateshead School Sport Partnership



**Level 1 Sainsbury's School Games Day**  
St Philip Neri RC Primary School  
Sarah Pearce (PE Co-ordinator)

### MEETING THE CHALLENGE

#### WHAT WERE YOU TRYING TO ACHIEVE?

As a school our aim was to provide children with a School Games Day where children would compete against their peers but to also compete against themselves; to challenge themselves to improve and set personal targets. The priorities for our school games day were;

- To provide an inclusive opportunity for all children to participate in level 1 competition across the whole school, from reception to year 6.
- To raise the profile of sport across the whole school; children, staff and parents.
- To develop the characteristics of the 7 Olympic and Paralympic values across the school.
- To develop an understanding of the different roles involved in sport e.g. organising, participating, officiating.

#### WHAT ACTIONS WERE TAKEN?

It was established early on in the academic year, by the PE coordinator and head teacher, that one school games day would not be enough to meet our ideas to provide the ultimate school games day. It was decided that a previous event, healthy hearts week, would be rebranded to provide children with the ultimate schools games day experience across a week long period. A core of three staff, including the head teacher and PE coordinator, worked to generate the aims and objectives for the rebranded 'Going for Gold' week. It was decided that the school games week must;

- Develop British Values and SMSC across the school
- Develop the 7 Olympic and Paralympic values across the school
- Have a strong cultural element using current events e.g. the Olympics
- Develop competition; personal and level 1
- Develop children's understanding of the different roles in sport
- Develop cross curricular links
- Raise the profile of sport across the school

From this time was spent in staff meetings to draw up a timetable of events for the week.

A brief summary of events set to take place are outlined below;

- Opening and closing ceremonies planned and delivered by the St Philip's Sports Crew.
- Learning about the Olympics and Paralympics; history of the games, sports involved, countries involved and the Rio 2016 Olympics.
- A country study; each class will study a different country participating in the Rio Olympics.
- An athlete study; children will learn about an Olympian and Paralympian.
- Olympic and Paralympic house challenges; all children will participate in their house teams in a variety of sports challenges throughout the week.
- Sports reporting; children will apply their cross curricular skills to reporting on the 'Going for Gold' week. The St Philip's Sports crew will spend time compiling a video diary.
- Learning the different roles in sport will take place throughout the week as children will be involved in organising, participating and reporting activities.
- Healthy body, healthy heart, healthy mind; children will learn about how to stay healthy and how the heart works. They will also look at the healthy mind by setting goals and working on growth mindset.
- Year 4/5 children will participate in 'A play in a day', drama worked based around the Olympics.
- All staff were involved in the planning which has enabled staff to share their expertise. To maximise the benefit of staff specialism, the staff will deliver activities on a rota to year groups across the school, rather than just to their class.

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## WHAT DIFFERENCE HAS THIS MADE?

### WHAT WAS THE IMPACT?

As the 'Going for Gold' week is not set to take place until the 27<sup>th</sup> June we cannot comment on the impact this has had yet. However this is the impact we would like to see;

- Increased participation;
  - ⇒ More children engaging in physical activity and sports in school and out of school.
  - ⇒ More children involved in sports and games at playtimes and lunchtimes.
  - ⇒ More children encouraged to take part in competitive sport.
- Higher Aspirations
  - ⇒ Drive to improve – children want to improve their personal performance.
  - ⇒ Children are aware of other roles within sport, other than just the athlete.
- Confidence
  - ⇒ An increase in children's confidence when competing in sport.
- Development of the seven Olympic and Paralympic values across the whole school and applied to all areas of school life.
- Change/shift in attitudes – particularly of those children who are less active.

## HOW HAS THIS BENEFITED PUPILS?

This year a focus for our school has been to develop opportunities for our less active children; if we can encourage them to participate in physical activity or just to change their mind set about sport we will have made a difference. Typically our less active children are those children who feel they aren't as good at sport as their peers. Through our 'Going for Gold' week we aim to establish that sport is about more than just the athlete and use this as a way to engage our less active children by opening up new opportunities for them by using cross curricular hooks to change their mind set about sport. For example; if we can engage them in sport through other means e.g. by learning about an athlete, they may start to follow the progress of that athlete and in turn watch them compete at the Olympics – which may open up a range of other sports that they have not seen before and may wish to try; this may be an idealistic view but if we can positively impact one child's experience of sport then our 'Going for Gold' week has been successful.

## WHY DID IT WORK?

### CRITICAL SUCCESS FACTORS

A critical factor in the planning of our school games week was team work. We took a whole school approach and all staff have contributed to the planning of the activities and are involved in the delivery of the events in June.

Another aspect which we feel will make our school games week a success is the cross curricular links we are establishing – sport is more than just about the actual participation in an event. We want to enlighten the children to all aspects of sport e.g. reporting, officiating, equipment development.

### TOP TIPS

- Dream big! It sounds cheesy but we often ask the children about their hopes and dreams. My hopes and dreams as PE Coordinator is to involve more children in PE and sport; one school games day wasn't enough for this so I took a step towards changing this. The result – Going for Gold WEEK!
- Look at the bigger picture - provide the cross curricular links to engage more children in sport; it might be the first step to changing their mindset towards sport and their opinion of their sporting ability.

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### HEAD TEACHER COMMENT

*"It has been very difficult to choose which award to apply for as Mrs Pearce has lead the staff in developing many aspects of sport within school. Her drive for excellence in sport has inspired staff and this in turn has had a huge impact upon the children's approach, enthusiasm and participation in sport both within school and out.*

*Our 'Going for Gold' week included staff and pupils in the planning and delivery stages. It is a 'packed' week in which sport will be linked to British and Olympic/Paralympic values. Children are studying Olympic countries and cultures. Our active 'Sport's Crew' will produce a video of events and all children are involved in various sporting challenges (class and house groups). There is an emphasis upon cross-curricular links with sport; in this way children are able to see sport in different contexts.*

*Our 'less active' children have been a focus group this year and we have involved them in many intra, inter-schools and after school activities. Their progress has been monitored and it will be brilliant to see them so physically and emotionally involved in our 'Going for Gold' week. There has been a huge impact in their enthusiasm, engagement and confidence. Mrs Pearce has definitely succeeded in motivating children across school in recognising that sport really is for all and they can all succeed at sport regardless of their starting point.*

*Valerie Douglass (Head Teacher)*