

TIME MOVE

**Cornwall framework
for PE & school sport**



Every child's right to a
healthy and happy life





Mission

'Time 2 Move' is for all young people in Cornwall and a call to action for those involved in education, PE and school sport. This is a framework that highlights the positive contribution PE and school sport makes towards closing the inequalities gap and improving life chances. It provides a structure within which all our young people will be inspired and nurtured to become:

- Active learners, who enjoy physical activity and lead healthy lives
- Capable learners, who develop a fine sense of identity, self-worth, resilience and confidence in a broad range of situations
- Successful learners, who strive to be the best that they can be and reach their potential in all they do
- Responsible learners, with strong moral values, well prepared for life and keen to make a positive difference to their communities

This framework compels all schools to work with partners to meet these needs and deliver a minimum weekly offer of 2 hours high quality PE and school sport. This forms part of an entitlement that meets Chief Medical Officer targets^{1,2} and includes a commitment to ensure that every child can swim 25m.

“Every child has a right to develop skills, attitudes and behaviours that lead to a healthy, happy and fulfilled life”



Context

The focus on youth sport is arguably at an all time high and the need for a coherent and coordinated approach to the provision of sport for young people has never been greater^{3,4}. This momentum follows the promise of the 2012 Olympic and Paralympic Games to

'inspire a generation' partly as the antidote to a combination of economic, health, education and social driving factors that are impacting on the broader experiences of young people and the communities in which they live^{5,6,7}.

16,000

Estimated number of children in Cornwall who are obese (0-16)

23%

of girls aged 5-7 meet the recommended levels of daily physical activity

16%

of girls aged 5-15 currently satisfy national guidelines for daily physical activity of 1 hour or more



47% of boys in the lowest economic group are 'inactive' compared to **26%** in the highest

1 in 3

children leaving primary school are overweight or obese

The current generation will be the first who's life expectancy will be up to

5 years less

than their parents



21%

of boys aged 5-15 currently satisfy national guidelines for daily physical activity of 1 hour or more

The value of PE and school sport

PE and school sport is central to developing skills, building confidence and reinforcing messages concerning the health benefits of an active lifestyle. PE and school sport also has enormous potential to deliver on wider benefits to the young person as well as improvements to the whole school ⁸.

For many young people, involvement in sport and physical activity builds resilience and develops a sense of worth as well as raising ambition and aspiration. It provides opportunities to embed wider values, develop an ethos of goal setting and achievement, and **reinforces positive attitudes to learning and self-improvement** through commitment and hard work. In addition, it develops transferable skills valued by employers such as communication, observation, analysis, leadership and teamwork.

PE and school sport has tremendous power to impact across the curriculum and to provide engaging opportunities for pupils to explore topics and apply

learning in other subjects. School sport helps to build rapport and develop respect between staff and students with **the capacity to make a positive impact on behaviour, attendance and attainment** particularly with those who are disaffected or disengaged ⁹.

Sport also provides an ideal vehicle for schools to develop their **contribution to local citizenship** and this is particularly pertinent in areas that are challenged by anti-social behaviour and crime. After-school activities on school sites impact positively on behaviour and these initiatives offer an effective way to promote community cohesion and engage hard-to-reach young people ⁴.



“Pupils with a good sense of **wellbeing** and **physical health** have significantly higher attainment levels”

The power of partnership

The development of this framework is influenced by and is in response to a changing landscape that increasingly acknowledges the value of a coordinated multi-agency approach. At a national level, government departments responsible for Health, Education, Culture, Media and Sport are aligning their work in this area through various agencies including Sport England, Ofsted and the Youth Sport Trust. This is mirrored at a local level where schools are being encouraged to extend their school sport offer, (re-)form school sport networks and work closely with local providers in both the public and private sector.

The Cornwall Framework for PE and School Sport has been developed to support;

- Strategic leadership and development of individual schools
- Leaders of PE and school sport with a structure for further developing their offer
- The alignment and coordination of delivery partners across phases
- Delivery of county-wide improvement and development targets
- The promotion of PE and School Sport priorities
- Engagement with other key stakeholders and partners who share the ambitions

The framework has been jointly developed by Head Teachers, Physical Education professionals and a number of key partners. This framework is endorsed by;

Department of Education – Anna Hamilton
Lead for PE and School Sport

Youth Sport Trust – Baroness Sue
Campbell, Chair

Sport England – Will Parker,
Head of School Sport

Cornwall Council – Trevor Doughty,
Director Education, Health and Social Care

Cornwall Council - Jane Black, Head of
Learning and Improvement

Cornwall Council - Caroline Court,
Acting Director of Public Health

Cornwall Council – Jeremy Rowe,
Chair of the Health and Wellbeing Board

Cornwall Association of Secondary
Head Teachers

Cornwall Association of Primary Head
Teachers

Cornwall PE and School Sport Strategic
Group/Area School Sport Networks

Cornwall Sports Partnership



Ambition Statements

The realisation of the Time 2 Move mission is expressed through ambitions in six key strands of work that put the needs of young people at the heart of a holistic PE and school sport offer:

Ambition 1 Curriculum Delivery	<p>Engage young people, teachers and other adults in an enjoyable, high quality, broad and balanced PE curriculum which develops the skills and confidence of all our young people and motivates them to fulfil their potential.</p>
Ambition 2 Physical Activity, Health and Wellbeing	<p>Ensure that all young people are aware of health related issues and are supported to make informed choices to engage in an active and healthy lifestyle within and beyond the school day.</p>
Ambition 3 Diverse and Inclusive	<p>Provide a fully inclusive offer that recognises the diverse needs of specific groups and identifies tailored opportunities for all young people including those who are designated pupil premium, with special educational needs, disability and high potential.</p>
Ambition 4 Competitions	<p>Provide a well organised, appropriate and enjoyable programme of competitions and festivals for students of all abilities at a local and county level and linking to National Governing Bodies.</p>
Ambition 5 Leadership Coaching and Volunteering	<p>Provide pathways to introduce and develop leadership skills that aim to deploy young leaders in roles such as coaching, officiating, administration, event organisation and communications.</p>
Ambition 6 Community Collaboration	<p>Ensure opportunities for young people of all abilities to extend their school or college activity transitioning into sustained community based sport.</p>



Ambition 1 – Curriculum Delivery

Engage young people, teachers and other adults in developing an enjoyable, high quality, broad and balanced PE curriculum that develops the skills and confidence of all our young people and motivates them to fulfil their potential.

Primary - Characteristics of excellence

- A progressive and structured programme with a focus on developing physical literacy and core skills through Aquatic, Athletic, Gymnastic and Dance activities
- A varied programme with a range of activities covering target, combat, striking/fielding, net/wall and invasion games
- Opportunities are provided to sample new and alternative sports and activities including outdoor adventure
- Skills are developed and applied in conditioned/competitive activities
- The context of PE and school sport is used to explore cross-curricular links
- Varied delivery methods are employed including peer to peer learning, problem solving and a questioning approach
- In house subject specific knowledge is developed with cross school delivery involving multiple staff
- Processes are in place to help students/parents understand how they are progressing and what they need to do to improve

Secondary – Characteristics of excellence

- PE contributes to whole-school priorities including; literacy and numeracy policies, values and life/employment skills
- Staff share the pedagogies of PE with cross departmental colleagues
- The curriculum is designed around the needs of students and is relevant to local enrichment opportunities
- Opportunities are provided to sample new and alternative sports and activities including outdoor adventure
- Varied delivery methods are employed and students are engaged in peer to peer evaluation, feedback and coaching
- Underdeveloped fundamental movement skills are identified and remedial action is taken to address gaps
- Development of sport specific skills is further advanced and applied in a competitive environment
- Processes are in place to help students/parents understand how they are progressing and what they need to do to improve

Future Actions

- P** Agree and promote a standardised approach to delivering physical literacy
- P** Coordinate professional development opportunities, upskilling teachers and other adults to cover the full range of activities
- S** Position PE as a leading subject for the development of employability skills
- P/S** Support schools to expand their offer to include movement to music and other creative activities
- P/S** Develop an agreed standard assessment framework that includes physical literacy and supports pupil transition
- P/S** Assist schools to deliver activities that take advantage of the natural environment

Embracing Cornwall's Natural Resources with Callington Community College

Outcomes

- i) Deliver a curriculum that is designed around local enrichment opportunities
- ii) Provide opportunities to sample new and alternative sports
- iii) Build relational trust amongst students and staff

What did you do?

Situated as we are, so close to moorland and seaside we are able to 'tap' into natural resources that surround us and take advantage of the specific expertise of some of our staff. This has allowed us to further our curriculum and explore many outdoor adventurous activities such as windsurfing, sailing, surfing, kayaking, climbing and problem solving.

For example students are provided with the opportunity to sample new activities through a water sports festival where they are allowed to choose amongst five activities and have a go at them. The first hour or so of each activity was spent either practicing or playing fun games, and the second part was spent competing against the other schools.

What was the impact?

The curriculum feels more balanced and in tune with the resources of communities in which many of our students live and the opportunities that present themselves outside of the curriculum. These type of activities are particularly good for challenging students to work outside of their normal comfort zone and can be a great leveller as they are unfamiliar to many so everyone is starting at the same point. In addition, the nature of some of the sports requires real trust between students and instructors/teachers, they need to rely on each other! More students are now involved in outdoor projects and a number of extra-curricular activities including cross-country, triathlon, show jumping, beach cricket, windsurfing and canoeing.

This has provided the backdrop to the development of the 'Wild Tribe' and 'Beach Tribe' programme for Primary schools in the Arena School Sport Partnership with over 30 staff now trained and has been the inspiration for the first Outdoor Learning Conference that looked at taking English, Science, Art, Music and Maths in to the outdoors

What they say...

“We have so many opportunities to develop and test new skills and the activities show us what we can truly achieve given the chance.”

“We are extremely privileged to have such wonderful, well resource facilities as well as a growing network of local clubs and expert coaching within our local community. We believe that sport brings communities closer together and through this we hope to provide a selection of route ways for both elite and recreational sports enthusiasts”

Head of PE

Ambition 2 – Physical Activity, Health and Wellbeing

Ensure that all young people are aware of health related issues and are supported to make informed choices to engage in an active and healthy lifestyle within and beyond the school day.

Primary - Characteristics of excellence

- A nominated Governor with responsibility for an integrated whole school approach linking physical activity, diet and wellbeing
- School active travel plans including; walking bus, safe cycling, bikability etc.
- Structured playtimes with dedicated leadership/activation and opportunities to get active
- A physical environment that facilitates healthy lifestyle choices; bike shelters, water stations, playground markings, equipment, outdoor adventure etc
- Focused time for daily physical activity e.g. Wake and Shake, Take ten etc
- A school food plan and/or guidelines on healthy eating/packed lunch including catering mark, growing and cooking food
- Staff are engaged in workplace health initiatives and are modelling positive behaviours
- Parents are actively engaged and involved
- Young people understand how their body works and the effects of diet/activity on their growing bodies
- Engaged in Change 4 Life Club delivery

Secondary – Characteristics of excellence

- A nominated Governor with responsibility for an integrated whole school approach linking physical activity, diet and wellbeing
- A nominated staff lead for health and wellbeing e.g. Healthy lifestyle coaches
- Targeted opportunities for low engagement or vulnerable groups
- Young people understand how their body works, the effects of diet/activity and are actively involved in health assessment
- Parents are actively engaged and involved
- Professional development and training opportunities are provided for staff
- Staff are engaged in workplace health initiatives and are modelling positive behaviours
- A physical environment that facilitates healthy lifestyle choices; bike shelters, water stations, playground markings, equipment, outdoor adventure etc
- A school food plan and/or guidelines on healthy eating/packed lunch including catering mark, growing and cooking food

Future Actions

- P** Align and coordinate health related initiatives providing a coherent offer to schools
- P** Agree and report on a standard set of impact measures
- S** Maximise the contribution of PE staff in the delivery of PSHE programmes
- S** Create a county wide physical activity, health and wellbeing screening initiative as part of PE delivery
- S** Understand the links between physical activity, health and wellbeing and wider issues of behaviour, attendance and attainment
- P/S** Promote PE and school sport positively in contributing to pupils social/emotional health and wellbeing

Friday Boot Camp at Pencoys Primary School

Outcomes

- i) To increase the quality, variety and time given to physical activity
- ii) To improve fitness levels, participation and enjoyment
- iii) To raise awareness of the benefits of healthy lifestyle, improving attitudes leading to positive health-related choices
- iv) Develop aspiration and improve behaviour by increasing participation in alternative physical activities

Who was involved?

KS2 Pupils, Staff, Governors, Parents, local school cluster

What did you do?

A Governor was nominated with responsibility for sport and PE and we identified the major issues that needed to improve by involving staff, parents and pupils in questionnaires and discussions. Key staff were then identified to deliver the actions and bespoke training was delivered.

Friday afternoons were re-designed to increase the opportunity for KS2 to participate in 'Boot Camp'. This is an intense weekly session of activity which includes: circuit style training using light weights and body weight exercises, intense high energy aerobics, body balance, yoga, skipping, hoola hoop, Bokwa fitness.

To support and extend the initiative 'Extreme' daily wake & shake and discrete PSHE was timetabled across the school delivered by a fully trained member of staff. This included opportunities at various times for parents to join the activities and participate in workshops. The outside environment was also enhanced to include more adventurous activities, playground markings, lunchtime equipment, a water station and bike shelter.

What was the impact?

Dedicated time for Physical Activity is now embedded in school routines and timetables for KS2. PSHE around healthy lifestyles is taught discretely across the school to ensure that consistent messages are delivered and a high profile is maintained.

Pupil knowledge and understanding of the positive effect of making healthy choices has increased. They have a higher opinion of themselves and their fitness levels than at the beginning of the year and our school fitness test tells us that there has been a good improvement for the vast majority of children.

Pupils are keen to participate in many other sporting clubs and wider competitions. Participation levels have increased in our other after school sporting clubs.

Teachers report that children have an increased readiness to learn. They have better engagement in lessons with greater focus and ability to listen, participate and remain on task. Behaviour has improved greatly, particularly for KS2 on Friday afternoons when they are timetabled to participate in 'Boot Camp'. Attendance is consistently above 96%.

What they say...

“My fitness has definitely improved through wake and shake, boot camp, Wolf Pack running club and other activities happening every day. I know this because in Wolf Pack running club I can keep up with runners that used to be miles ahead of me!” Freya, Year 4

Ambition 3 – Diverse and Inclusive

Provide a fully inclusive offer that recognises the diverse needs of specific groups and identifies tailored opportunities for all young people including those who are designated pupil premium, with special educational needs, disability and high potential.

Primary - Characteristics of excellence

- Awareness and recognition of differing pupil needs
- Dedicated time, equipment and resources for target groups
- A focus on improving social/emotional skills, behaviour, self-esteem, team working, leadership etc.
- Access to activity beyond school, signposting enrichment opportunities
- Specialist support
- TA delivering bespoke interventions to identified groups/individuals
- Parental engagement

Secondary – Characteristics of excellence

- Whole school awareness of differing needs and competing demands of specific target groups
- Recognition of key transition points and strategies for their management
- Targeted activity and flexible programmes with a differentiated approach and delivery methods
- Teachers with specialist training/expertise
- A focus on improving social/emotional skills, behaviour, self-esteem, team working, leadership etc.
- Competitive and non-competitive opportunities
- Parental engagement
- Target pupils are supported through mentoring by staff/peers
- Pupils from target groups help shape the programme and lead as advocates

Future Actions

S Develop localised support for talented young performers e.g. junior athlete education, scholarships etc.

P/S Deliver bespoke professional development opportunities

P/S Provide signposting for inclusion specific extra-curricular opportunities

P/S Support schools to deliver healthy weight initiatives sensitively

“The gender gap for attainment in Cornwall is significantly greater than the national average”



Saltash.net Community

School – improving participation of disaffected girls in years 10 and 11

Outcomes

- i) understand the significance and benefits of exercise to their overall health and wellbeing
- ii) acknowledge that regular exercise has both physical and mental long term benefits
- iii) increase participation through motivation and by experiencing a variety of activities that are not necessary the norm in a PE curriculum

Who was involved?

Selected groups of girls based on their participation level and efforts during KS3. These consisted largely of pupils who had a higher proportion of free school meals, special educational needs or were children in care.

What did you do?

The group developed the programme and individual activities were popular because they felt less pressure due to not being relied on by others. These included; Aerobics, Dance, Indoor Rowing, Trampoline and Circuit Training. Music was played in most sessions, and the girls were allowed to select what was played. Again this appeared to distract them from the physical effort needed for the activities and motivated them to take part.

Variety and flexibility in the activities was the key to improve their performance. If they enjoyed the taster session we continued the activity for a few more sessions. If not we were able to have the flexibility to try something else.

As a motivation “alternative activities/sessions” were provided on a half termly basis. These sessions were mainly based on health and wellbeing, particularly in areas that interested the girls; health and beauty, reflexology, smoothie making, nail art, yoga, body image and bra measuring and education.

What they say...

“ This is not boring like team games, I don’t feel like I am letting others down and I prefer challenging and producing my own result. It’s better not being taught by a man and not having to go with the competitive girls and boys. It’s better being with girls who have the same idea of sport as me.” Rachel, Year 10

Ambition 4 – Competitions

Provide a well organised, appropriate and enjoyable programme of competitions and festivals for students of all abilities at a local and county level and linking to National Governing Bodies.

Primary - Characteristics of excellence

- A range/variety of sports and activities that compliments a progressive PE curriculum and is linked to the physical literacy framework
- Intra school class/tutor/house activity and school games/sports day
- Inter school/cluster festivals and fixtures align with curriculum planning
- Engagement with local/county School Games programme and recommended age specific formats
- Celebrate participation, fun, effort

Secondary – Characteristics of excellence

- Engagement with local/county School Games programme across a range of sports
- Celebrate success and recognise achievement in competitions
- Competitions reinforce wider whole school values e.g. respect, honesty, teamwork etc.
- Competitions develop pupils confidence in a social environment e.g. post-match hospitality
- Intra school class/tutor/house activity and school games/sports day
- Students input to developing the competition programme and running events as volunteers/leaders
- The curriculum and local opportunities/ pathways are reflected in the competition programme

Future Actions

- P** Promotion and county-wide engagement in the annual School Games programme
- P** Review of the school games programme to reflect core content and messages around Primary PE
- S** Create depth in competition with more opportunities at a range of levels
- S** Review and re-instate the county charter/code of conduct for competitions
- S** Embed the School Games values across all school sport competitions
- P/S** Tackle the challenge of disparity in school size and capacity
- P/S** Align and coordinate an annual county-wide calendar including community/ NGB opportunities

“In Cornwall a higher percentage of pupils than the national average spend at least three hours each weeks on school sport”

Aspire Academy Trust

Games with Biscovey Academy



Outcomes

- i) Widen opportunity for all children to participate in a large scale competitive event.
- ii) Inspire all children to choose sport regardless of ability
- iii) Build community relationships

Who was involved?

As part of the Aspire Academy Trust, we put on an event for all children in year five, with every child from across the trust attending (approximately 300 children involved)

What did you do?

Inspired by the Cornwall School Games we wanted to extend a similar experience to each and every child as many competitive opportunities are severely limited to a fortunate few either through ability or circumstance.

With ten schools of widely varying size across the trust, it had to be something that all children could participate in where they could work individually without the need for a lot of previous practice. The QuadKids athletics format was ideal as the running, throwing and jumping skills are ones that all children can perform and with the scoring system in place, would mean they could still work as a team.

To give a sense of occasion, the event was held at a top class community facility, Par athletics track. In a similar vein to the Cornwall School Games, the children arrived and were given team t-shirts to keep and the event started with an opening ceremony and mass warm-up. Children split into their teams and moved around five athletics activities, the four QuadKids events, plus a coached hurdles session.

What was the impact?

The majority of children who attended had not enjoyed such a large scale event before and really enjoyed the chance to get out and participate and to mix with children from the various different schools.

Also, it allowed for great cohesion between the schools within our trust and showed staff and children what can happen when the schools work together. It allowed a wide range of staff, many of whom are not usually involved in P.E. and school sport to see the impact it has and how the children really benefit from the experience.

Within Biscovey Academy, several of the children joined the after school athletics club where the QuadKids events were replicated and they could try and improve their performances.

What they say...

“ I’ve never been to a proper sports event before and didn’t know I was able to run so fast.” Josh, Year 5

Ambition 5 – Leadership, Coaching and Volunteering

Provide pathways and opportunities to introduce and develop leadership skills through sport that are transferrable and aim to deploy young leaders in roles such as coaching, officiating, administration, event organisation and communications.

Primary - Characteristics of excellence

- Introduction to leadership and supervised responsibility e.g. Playground mentors
- Structured opportunities to develop leadership skills that are progressive
- Young people engaged in peer to peer evaluation, feedback and learning
- Young people assisting roles in organising/running school games/sports day
- A peer to peer buddy system is in place to support vulnerable pupils
- A mechanism for transitioning leadership development
- Young people have the opportunity to develop leadership through the PE curriculum

Secondary – Characteristics of excellence

- Development of leadership skills through sport is transferred into other subjects and contributes to whole school priorities
- Young people use their leadership skills to support their peers
- Young people contribute to the running of PE and school sport e.g. school sport organising committee
- Young leaders deliver support to younger pupils and primary feeder schools
- Young leaders support intra and inter-school competitions and events at level 1 and 2
- Young leaders are supported to transition to level 3 County School Games and take up volunteering opportunities in the community
- Young leaders are supported to gain formal coaching/officiating qualifications
- Individual LCV work is recognised and rewarded e.g. school young ambassador programme

Future Actions

- P** Develop a standardised 'Leadership Passport' to log and recognise achievement in transition
- S** Provide specific focus on the transition from primary to secondary with an emphasis on KS3
- S** Link school programmes to wider opportunities including NGB awards and the Young Ambassador programme
- S** Recognise and reward leadership achievements at a county level
- P/S** Agree and develop a progressive county wide leadership pathway

Playground Leaders with Mylor Bridge CP School



Outcomes

- i) Engage and empower KS2 children who were not so sporty or part of school teams
- ii) Enhanced school community cohesion and inclusivity
- iii) Improved pupil self-esteem, confidence and readiness for curriculum activities

Who was involved?

The project targeted particular KS2 children who were less confident and might not engage so readily in PE.

What did you do?

An audit and review completed by the Cluster PE Coordinator provided a sharper focus to progress in this curriculum area as well as identifying a planned approach to moving PE further forward. Engagement of KS2 children who were not so sporty or part of school teams was highlighted as a particular challenge.

A year 5 class teacher was identified to head the project together with the Penryn College Cluster PE Coordinator who delivered training and ongoing support. The Playground Leaders initiative targeted Yr5 children who were trained in leadership with a view to delivering PE skill based games and activities at break times with EYFS/KS1 children. This fitted in with the FUNS and Real PE program that was being delivered.

What was the impact?

These children were hard to reach and didn't have the same propensity for sport involvement. They now feel part of Sport and PE. It is not always possible to quantify the improvements but the children who are junior leaders have a much better 'can do' approach. The 'have a go' when challenged to 'be the best you can be'.

What they say...

“ I remember when I was in Class 1. I know how those children feel if they are not confident to have a go, I didn't like sport when I first started at school. I am now in the hockey team which would not have been the case if I hadn't started as a Junior Leader. I feel more confident now. I know I can do it” Izzy, Year 6

“The impact on school development, pupil progress and the school community are all issues that make MBS a very pleasant and successful school. The children are often proud about their achievement or the success of their friends. This scheme has been very useful to us as a school community” Head Teacher

Ambition 6 – Community Collaboration

Ensure opportunities for young people of all abilities to extend their school or college activity transitioning to sustained community based sport.

Primary - Characteristics of excellence

- Links to a cluster, secondary or area school sport networks
- Resources are shared/pooled with neighbouring schools e.g. to employ a specialist or deliver professional development
- Links to local community clubs are created across a range of activities e.g. through a club fair on the school site
- Community coaches meet minimum standards and work alongside teaching staff delivering on the school site

Secondary – Characteristics of excellence

- Active partnerships are in place with primary feeder schools and area school sport networks
- Specialist support is provided for cluster partners
- Enrichment opportunities for young people are signposted including opportunities to sample new sports e.g. community notice board
- Community clubs utilise school facilities for satellite sessions and/ or main club activity that meet the needs of pupils
- Dedicated staff/students with responsibility for developing community links e.g. community ambassadors, junior club champions

Future Actions

- P** Develop a recognised 'quality mark' and training programme for coaches working with schools
- S** Audit and track school facility usage and identify spare capacity
- S** Develop a club link maker brokering service matching school demand/ capacity with club supply/facility need
- S** Develop multi-sport community club satellites on all school sites
- P/S** Audit and track local club provision for young people
- P/S** Promote development of quality assured club environments for young people
- P/S** Develop a register of community based opportunities for young people

“**Having a personal interest in sport while growing up is a key driver of current adult participation”**

Sport for all at St. Breock Primary School



Outcomes

- i) Create opportunities to ensure that every pupil at St Breock would find a sport that they enjoyed and could pursue
- ii) Increase percentage of children who are involved in sporting activity beyond PE in the curriculum
- iii) Improve behaviour, attendance and attitude towards school experience

Who was involved?

All children were assessed across Key Stage 1 and Key Stage 2 and placed into distinct ability groups; Emerging, Developing and Elite.

What did you do?

26 local community clubs attended a 'Sports for All' evening at the school. This gave parents and children the chance to try a range of sports, get information, ask questions and build relationships with clubs in a familiar and less intimidating environment. This led to a re-designed timetable to accommodate 'Sport for All' Fridays where local community clubs work with other class teachers to help deliver at the school during curriculum time. Three different sports are delivered each half term which gives the children time to improve and build relationships with the coaches so that they are more likely to continue in that sport beyond the school day.

As an extension of this work, children are taken to clubs for 6 week blocks during curriculum time for a lesson followed by an after school club in a range of sports that they might otherwise not experience including; sailing, surfing and bowls.

The school and specialist also lead on coordinating cluster events including the transition project which each year works with the CSP to bring together the Year 6's pupils from ten feeder primary schools to run a week of coached

activities such as mountain biking, paddle boarding, camel sailing school, kayaking, surfing etc.

What was the impact?

There is a continuing trend of improvement in behaviour each half term. 'Sport For All' has become an incentive/reward for those children (boys especially) who find it difficult to consistently demonstrate good behaviour. We know, through pupil conferencing that the prospect of an extra hour of sport a week, and trying something new has led to improved motivation, confidence, self-esteem and engagement of children across all subjects. The wide range of sports they experience at school has, in some cases, inspired them and given them confidence to join community sports clubs and we expect the percentage of this to rise each time we reassess.

What they say...

“Not everyone likes ball sports and we are keen to find a sport which will engage children for life be it archery or yoga, a sport that children can enjoy, commit to and benefit from. That is our gift, our legacy to them.” Head Teacher

Key Enablers

The PE and School Sport Strategic Group represents a collective of multi-agency stakeholders who are committed to driving forward the Time 2 Move ambitions and working hard to enable others to make their contribution.

The realisation of the ambitions in this framework is supported by a range of six enablers that highlight key areas that underpin delivery and are critical in achieving success.

Enabler 1 Governance and Coordination	Provide clear and effective leadership for PE and school sport ensuring that all stakeholders involved in delivery share the vision and ambitions within this framework and are jointly accountable.
Enabler 2 Partnerships	Promote a multi-agency commitment engaging partners with appropriate expertise and clear roles working together to reduce duplication of effort and maximise the deployment of available resources.
Enabler 3 Workforce	Ensure that school sport professionals and other adults involved in delivery have sufficient skills and experience by providing high quality continuous professional development and building a learning community that consistently shares best practice.
Enabler 4 Communications	Ensure a coordinated approach to communication designed to share information and best practice, recognise achievement and promote the work of PE and school sport widely.
Enabler 5 Performance Management	Evaluate progress towards the framework ambitions, providing ongoing feedback on impact and information to reliably inform future directions and decisions of work in this area.
Enabler 6 Resources	Identify shortfall and adopt a strategic approach to sourcing additional resources to help deliver the ambitions of the framework ensuring maximal impact and cost-effectiveness.

Contacts for further information

General

Craig Handford – Manager Education & Health, Cornwall Sports Partnership
chandford@cornwall.gov.uk

Rachel Knott - Young People & Education Lead, Cornwall Sports Partnership
rknott@cornwall.gov.uk

Chris Caws - Development Manager, England West, Youth Sport Trust
chris.caws@youthsporttrust.org

www.cornwallsportspartnership.co.uk/pe-and-school-sport

www.youthsporttrust.org

1. Curriculum Delivery

Michelle Roberts – Network Manager, Arena School Sports Network
sunshinesurf@hotmail.com

Emma Moore – Network Manager, Mid Cornwall School Sports Network
cornwallmidssgo@gmail.com

Mark Holmes – Network Manager, Peninsula School Sports Network
MHolmes@penryn-college.cornwall.sch.uk

Neil Eddy – Network Manager, Penwith School Sports Network
neddy@mountsbay.org

www.afpe.org.uk

2. Physical Activity, Health & Wellbeing

Kate Pordage – Children & Young People Wellbeing/Healthy Schools Lead, Cornwall Council Health Promotion Service
Kate.Pordage@Cornwall.NHS.UK

Michelle Roberts - Health & Wellbeing Lead, Callington Community College
sunshinesurf@hotmail.com

Kate Jackman – Health & Wellbeing Lead, Looe Community Academy
KJackman@looe.cornwall.sch.uk

www.cornwallhealthyschools.org

www.nhs.uk/Change4Life/Pages/primary-schools-sports-clubs

3. Diverse & Inclusive

Emma Moore – Projectability Lead, Poltair School
cornwallmidssgo@gmail.com

Steve Hillman – Disability Officer, Cornwall Sports Partnership
shillman@cornwall.gov.uk

Tim Holbrook – Girls Active lead school
TH@treviglas.cornwall.sch.uk

4. Competitions

Julie Ponting – School Games Organiser, Arena School Sports Network
jponting@callingtoncc.net

Emma Moore – School Games Organiser, Mid Cornwall School Sports Network
cornwallmidssgo@gmail.com

Dan Lugg - School Games Organiser, Peninsula School Sports Network
DLugg@penryn-college.cornwall.sch.uk

Neil Eddy - School Games Organiser, Penwith School Sports Network
neddy@mountsbay.org

www.arena-schools.co.uk

poltairschool.co.uk/MCSN.html

www.penwithschoolsport.co.uk

www.yourschoolgames.com

5. Leadership, Coaching & Volunteering

Neil Eddy – LCV Lead, Mounts Bay Academy
neddy@mountsbay.org

Craig Bonds – LCV Lead, Redruth School
cbonds@redruth.cornwall.sch.uk

Rob Harrison – Workforce Development Lead, Cornwall Sports Partnership
rharrison@cornwall.gov.uk

www.getcoachingcornwall.co.uk

6. Community Collaboration

Paul Marsh - School-Club Links, Cornwall Sports Partnership
pmarsh1@cornwall.gov.uk

www.cornwallsportspartnership.co.uk/pe-and-school-sport

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