**Case study of effective practice**

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| **Partnership:** North Oxfordshire School Sport Partnership (NOSSP)**Contact and role:** Carl Hamilton, Partnership DevelopmentManager**YST Member:** YES**Date:** July 2014 | **Focus on** (please tick)**:** * **PE:**
* **School Sport:**
* **Health & Wellbeing:**

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| **Context** NOSSP was established in 2004 and is a not for profit making organisation that works in partnership with schools from across North Oxfordshire. They also have links with the Youth Sport Trust, Cherwell District Council Recreation and Health, Oxfordshire Sports Partnership, National Governing Bodies of Sport and numerous community sports clubs and leisure providers from across Cherwell District. They have sustained themselves since the demise of the National School Sport Partnership with Carl remaining as a key factor in this. He attends Headteacher meetings ensuring strong links and communication. Carl is also one of our National Faculty Tutors. All secondary schools have retained a School Sport Co-ordinator apart from one Academy that now only works with a linked primary school. |
| **What were you trying to achieve? Are there links to any whole school priorities?*** To maintain an infrastructure and framework to work within
* To offer an appropriate service to schools through a buy in package.
* Offer 1 costs schools 50% of their Sport Premium funding and provides
* Contact with their secondary specialist
* Networking opportunities
* Newsletters
* An availability of coaches for additional clubs and their expertise
* Professional development package
* Competitions and festivals
* Youth Sport Trust membership
* Offer 2 costs schools 90% of their Sport Premium funding and offers all of the above with the addition of a Primary PE specialist/mentor that works in the school approx 1 day a week
* Identified 4 key priorities that they would focus on
1. Further support the development and delivery of High Quality PE at Key Stage 1 and 2.
2. Achieve greater engagement amongst the less active, vulnerable and under represented
3. Increase participation in Level 1 School Games
4. Support schools in evidencing the impact of high quality PE and school sport, in line with Sport Premium and Ofsted expectations
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| **What actions were taken? Who was involved? What did you do? What did it look like?*** Employed PE specialists/mentors who are all teacher qualified. Their brief was very much around curriculum PE and a healthy and active lifestyle. They worked alongside primary teachers as requested by the school; supporting with lesson plan writing, schemes of work, team teaching, observation, and support with completing the YST Primary Quality Mark
* Developed strategies to support primary schools to evidence the impact of high quality PE
* NOSSP ‘Sports Premium Impact’ website template for all schools
* Termly Data Log
* Regular progress reviews
* Regular updates
* Share and advocate good practice examples
* PE specialists/mentors helped schools set up Change4life clubs
* School Sport Coordinators supported schools with their competitions and festivals
* Cluster competitions are held and then partnership finals
* Inclusion festivals are held in every cluster
* Festivals are held for KS1
* Strictly come dancing competition held
* Poetry competition held using the values to inspire literacy skills
* Playground leaders trained to support competitions
* Partnership wide ‘virtual’ competitions
* Hold secondary network meetings every term
* Hold Heads of PE meetings twice a term
* Hold Primary network meetings 6 times a year
* Organise a Junior Athlete Education programme through a partnership approach
* Regularly involve the children in key decision making
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| **What was the impact on participants? What have been the positive impacts of this work on the young people?** * Pupils are more motivated and engaged in PE lessons and this has led to improved behaviour across the schools
* 10,110 participants were involved in level 2 (inter school) competition
* 1916 participants were involved in Level 2 SSP finals
* 554 participants (North Oxfordshire Only) were involved in the Level 3 Oxfordshire Sainsbury’s School Games Finals
* 1749 Young Leaders have supported the delivery of the above Level 2 Competitions
* 28 students from 7 secondary schools participated in Junior Athlete Education (JAE) programme
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| **What was the impact on the schools? Ie have they changed their offer or the way they deliver it? Which priorities has it impacted on?*** 5903 hours of mentored support in Schools
* 594 Teachers/Teaching assistants have attended Professional Development Training and Networking Opportunities
* PE curriculum content is improved and much more appropriate to the learning needs of children and more inclusive
* 68% of Schools completed the Youth Sport Trust online PE self-review and achieved Quality Mark
* 50% of schools ran a Primary Change4Life Club, involving 268 children with some now liked into whole school plans
* 100% of schools are signed up to the Sainsbury’s School Games,
* 63% have successfully achieved School Games Mark (4 Gold, 13 Silver, 15 Bronze)
* 98% of schools took part in Level 2 (Inter-School) competition
* 80% of schools took part in a Level 2 SSP Final
* 47% of schools took part in the Level 3 Oxfordshire Sainsbury’s School Games Finals
* Heads of PE are very supportive of each other as are the Primary PE co-ordinators
* Schools now take ownership of the National School Sport week themselves rather than being centrally led
* Several schools have had an Ofsted inspection visit since the introduction of the primary PE and sport premium. Without exception the feedback received on the use of the funding and the progress made in the areas of Physical Education, school sport and healthy active lifestyles has been very positive.

 **Headteacher quote: “***We have seen a large impact from the Sports Premium funding on both the pupils and the staff in our school. Teachers are more confident, and with the support of the school mentors, readily transfer skills from the classroom into PE lessons. These lessons are now high quality and children are gaining new skills and enjoying taking part in PE lessons ......staff are now trying to make links to PE across all subjects including literacy and maths.....**PE lessons and competitions are helping children to develop their self esteem, confidence and commitment but also understand fair play, this is helping to reduce low level disruption in lessons”* Hardwick Primary School **Quote from Ofsted Inspection report - St Edburg’s Primary School, October 2014:** *Additional sports funding is used well. Through its membership of a local sports partnership, the school has widened the range of activities on offer and increased pupils’ participation. The Change4Lifeclub encourages pupils who are less active to lead a healthier life. Good use of a mentor from the partnership is helping staff to develop their skills in teaching Physical Education.* |
| **Top tips: What were the key things that made this work?**1. Hard work and attention to detail
2. Clear and shared vision
3. High quality ‘team’
4. Shared ownership and sense of belonging
5. Strong relationships and good communication
6. Robust systems for monitoring impact and celebrating success
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| **Next steps? How are you embedding and sustaining the activity? How are you extending and developing the impact of this work?*** Develop common assessment tool for cross-partnership use
* Further engagement of secondary colleagues to improve KS2>3 transition
* Cluster and Partnership C4L celebration days
* Greater consistency and regularity of inclusion type festivals
* Greater support for teachers in recognising and developing successful classroom inclusion strategies in a PE environment
* Help schools to plan extra-curricular timetable so that it complements / dovetails with cluster / partnership competition calendar
* Encourage teachers to use a range of strategies to gather evidence of progress and achievement on which they can report
* Encourage / Help schools to take greater ownership of evidencing impact against Sports Premium spend
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**Completed by:** Jancis Walker