**Case study of effective practice**

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| **School:** St Thomas More Catholic Primary School, Kidlington  **Post Code:** OX5 1EA  **Main Contact and role**: Deb Heap, Higher Level Teaching Assistant  (HLTA) and PE co-ordinator  **YST Member:** YES  **Date:** June 2014 | **Focus on** (please tick)**:**  **PE**   * **School Sport** * **Health & Wellbeing**   **Other curriculum area** |
| **Context (background info)**  St Thomas More Catholic Primary School is an average sized school that has very low numbers of children on Pupil Premium or with Special Educational Needs. They were rated as outstanding at their last Ofsted Inspection 7 years ago and have consistently high data. All PE over a number of years has been delivered by their Higher Level Teaching Assistant, with the support of other Teaching Assistants (TA), and all regularly attend PE professional learning opportunities. PE is highly valued by the Headteacher and all staff. | |
| **What were you trying to achieve? Are there links to any whole school priorities?**  They always have high expectations of PE and sport but the funding has allowed them to provide even more opportunities. The school wanted to:   * Find ways of engaging the least active children. * Be able to sustain the structure and support of the School Sport Partnership (North Oxfordshire) as all competitive events are organised through them. * Employ and train another TA with a focus on PE that will initially teach years 1 and 2 and deliver some lunchtime clubs. * Target boys who were having issues at lunchtime due to them not bonding very well. | |
| **What actions were taken? Who was involved? What did you do? What did it look like?**   * School values, gospel values and School Games Values are all linked together. * Organised a number of opportunities for the least active such as walking to school Wednesday, bikeability and Change4Life clubs. * Change4Life activities were scheduled within the curriculum as part of their Friday afternoon creativity programme that the whole school participate in as mixed year groups. This would ensure any children, who within their own cohort, were less active within their PE lessons due to factors such as peer pressure, low self-esteem and lack of skills, could enjoy playing small partner and group games. The range of ages would give opportunities for the older children to develop leadership skills which would be too challenging within their own cohort and for younger children to learn by the observation and coaching given. * The children rotate around the activities each half term so that during a year every child will have participated in Change4Life. * Change4Life club is organised at lunchtime so that once children have attended the Friday afternoon session they can attend as and when they wanted. * Buy into the School Sport Partnership using 50% of their funding. This provides them with all the competitions, regular professional learning opportunities and Youth Sport Trust membership. * Advertised and appointed a TA with a focus on PE. * Established a multi skill Netball club to targeted boys asking the coach, bought in from the local netball club, to focus activities on teamwork, co-operation and games that involve them working together. It was important to target a specific cohort of children who had been identified as struggling with social and emotional issues in and out of class, especially at playtime. Most of these issues occurred around football where fairness, cooperation and teamwork were causing many disagreements and disputes, These often ended with inappropriate physical and verbal abuse such as pushing and name-calling. | |
| **What was the impact on participants? What have been the positive impacts of this work on the young people?**   * 68% attend extra-curricular clubs, which is good, as being a catholic school many children travel from afar by bus or taxi making after school activities difficult to attend. * Teachers have stated that the targeted boys have improved in the classroom. To monitor this teachers complete a monitoring sheet to track their behaviour and relationships in the classroom. * After each Change4Life club each child completes a questionnaire and this shows thatall children had increased their weekly physical activity and had endeavoured to eat and drink more healthily especially the children in KS2 who had recognised the importance of food labelling and were keen to check sugar, fat and salt contents of their favourite cereals, snacks and drinks. Children are bringing water bottles to school with pieces of fruit in as they loved the “special” water drinks we made in the club. * The netball coach and class teacher have seen an increased cooperation amongst the targeted group of Y3 boys both at the club and in the classroom. Lunchtime supervisors were also aware of less problems arising at playtime.   **Young person quote:**  *“I enjoy netball club as I know now I can play nicely with other boys who used to annoy me!”*  Y3 boy targeted for behaviour problems | |
| **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?**   * We are teaching netball in curriculum lessons in September 2014 and hope to build on the progress the boys made in the club as they move to Y4. * Being part of the SSP means that the school has: * All the competitive opportunities and festivals organised for them, thus saving the staff time * All professional learning organised as a partnership including the YST module 2, which is an online course the partnership did it together, supporting each other. * Change4Life are regularly rotated keeping the activities fresh * Governors fully support what they are doing in PE. * Achieved the Gold YST Quality Mark.   **Headteacher quote:**  *Sport is integral to life at St Thomas More.  Children enthusiastically engage in two PE lessons per week led by our superb PE HLTAs as well as having many competitions and festivals to engage in Sport.  We also run Change 4 Life sessions for the whole school encouraging a healthy active lifestyles for all the children.  We value the opportunity children have to grow in confidence and often find that children who lack belief in themselves in other areas of the curriculum have an opportunity to shine in sport.  The quality teaching increases their enjoyment and motivation to engage in exercise which we hope will lay the foundations for an active life.  The sense of community, pride and teamwork felt by children who take part in competitive sport is one way in which we see our school games values and school ethos fully lived out.*  Mrs.Helen Skertchly, Deputy Head | |
| **Top tips: What were the key things that made this work?**   1. Buy in from the Senior Leadership team. 2. A dedicated HLTA and TAs that take the subject very seriously and continually look to develop it. 3. All staff that are very supportive. 4. A strong school sport partnership that co-ordinates the competition and all training. | |
| **Next steps? How are you embedding and sustaining the activity? How are you extending and developing the impact of this work?**   * Improve support for those that are gifted and talented. * Have an extra Change4Life club that will be held offsite at the local outdoor learning centre. * Would love to upgrade outdoor facilities but that would be a huge cost. | |
| **Which YST priority area does this link to (please tick)?**  **Start YES Chance Best** | |

**Completed by: Jancis Walker**