

Sports Colleges Conference 2006

Every child matters

Strategies to engage the disaffected

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Sports College



William Parker

- **11-18 All boys Comprehensive**
- **Number on Roll 1430**
- **Attendance Rate 92.4%**
- **Free School Meals 13.6%**
- **Special Needs Register 30+%**
- **GCSE A*-C 50%**
- **Member of an Excellence Cluster**
- **Significant percentage of 'estate kids'**



Rationale

The desire to use our specialism to support whole school improvement by providing a sports based intervention programme

Staff effort could not be faulted



BUT There were casualties



WE NEEDED A SOLUTION



The Strategy

- **Year 7/8 early intervention groups
team building/social skills programme**
- **Year 8/9 'Living for Sport'**
- **Year 10/11 JSLA intervention programme**
- **Years 7-11 Inter house and school sports teams**

All activities are linked to classroom objectives

BSkyB Living For Sport

- **Activities included: Football, inline skating, basketball, athletics, swimming, tenpin bowling, team building**
- **Variety of venues available in school and off-site**
- **Outdoor adventure celebration event**
- **No sports event led BUT leading/coaching in primaries**

It does not have to be expensive – except in staff time

Typical session

Pre-session - progress reports checked to access session

The session

Theme introduced

Activity

Re-focus on theme

Activity

Plenary/session rewards

- **Targets (individual and team) by lesson and weekly focussed on key issues E.G. RESPECT or ORGANISATION**



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Working with primary school children was a positive experience for the students and the primary school students



Targeting, Recruiting and Retaining Students

•How did we target students?

- PA and ILT case loads
- Head of Year referrals
- Subject teacher referrals
- SEN referrals

•How did we recruit students?

- Initial meeting with video
- Parental meetings
- Contracts agreed
- **15 /16 approached agreed last year**

•How did we retain students?

- Staff involvement) setting achievable goals
- Parental involvement) High praise, rewards
- Student involvement) Peer pressure, motivation
- **13/15 completed the course last year**

Targeting, Recruiting and Retaining Partners

•Who did we target as in school partners?

- Heads of Year/tutors
- Subject teachers including PE
- SENCO

•How did we recruit partners?

- Meetings and presentations
- Shared goals
- Use of Sky resources

•Who did we recruit as external partners?

- Connexions
- Hastings Borough Council Sports Development (Sport4U)
- Youth Service □ EiC □ YMCA

•How did we retain partners?

- Involvement
- Shared benefits

Why a Multi-Agency Approach?

- It opens up other packages of resources/funding
- It spreads the load and generates more ideas
- It introduces young people to other forms of support
- It raises aspirations as to what is available locally
- It provides exit routes
- It opens up a greater skill base for the young people
- It supports possible referrals on
- It opens up the programme to the most disengaged pupils

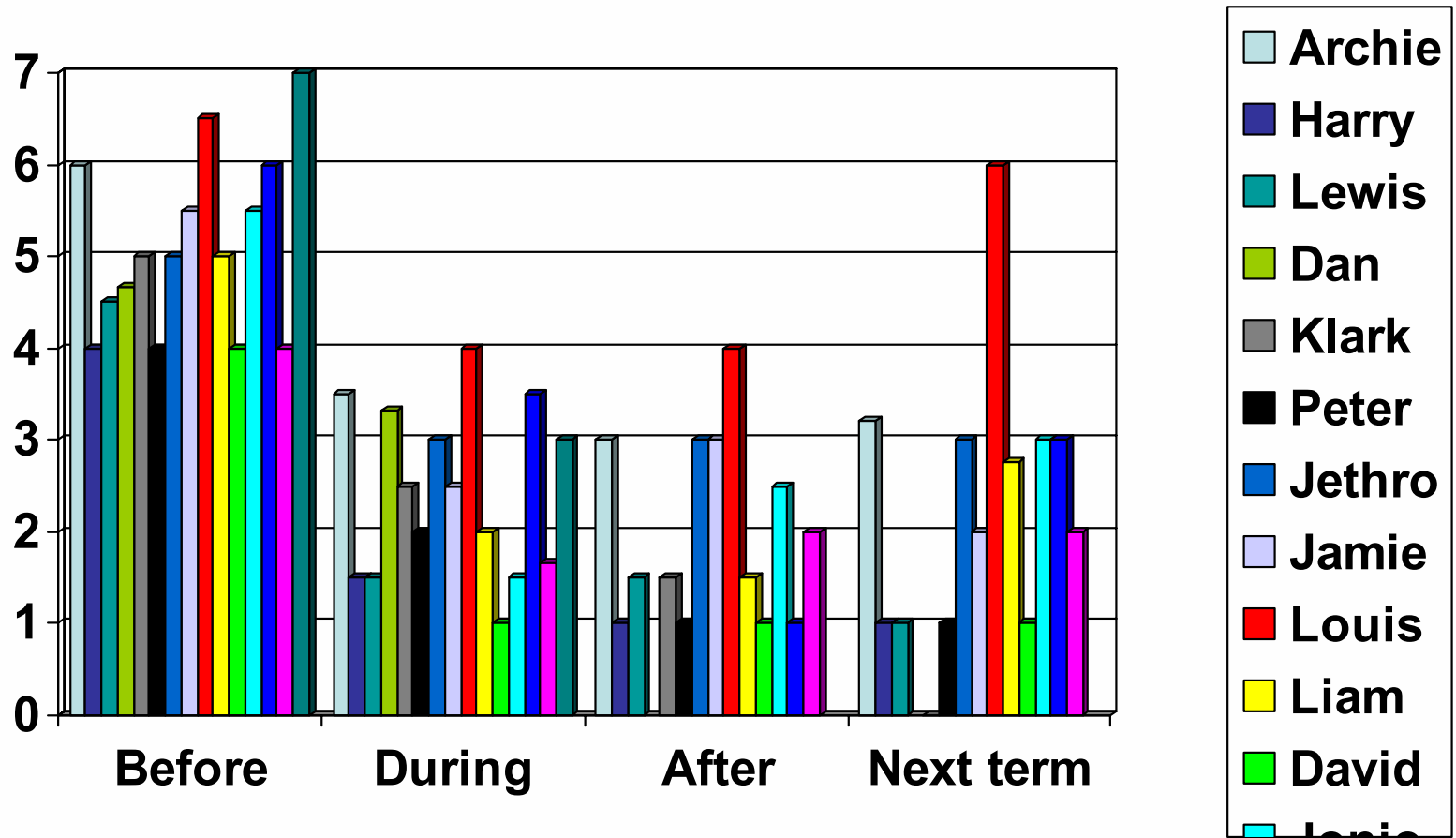
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Initial Results



- 80% of parents said that their child's behaviour had improved significantly
- 85% of parents felt that their child's confidence and self-esteem had risen
- 90% of the participants felt that they had gained significantly from the programme
- 85% of the participants felt that their behaviour in and out of school had improved
- School/teacher feedback shows that there are less behavioural incidents from the group of participants
 - Attendance has improved
 - Behaviour has improved
 - Attitude has improved
 - Focus has improved

Graph of impact



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Long term Results

- Improved relationships with parents
- Better recognition of the role of PE
- Stronger links with partners
- Improved image of the College
- School/teacher feedback shows that overall there are still less behavioural incidents from the group of participants
 - Attendance has improved
 - Behaviour has improved
 - Attitude has improved
 - Focus has improved



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FUTURE PLANS

It is intended that those on the programme may gain leadership experience by supporting students and monitoring students in future programmes.

We are looking for more student involvement in the programmes

We intend to work with the Hastings Football in the Community Project and Positive Futures in the coming programme.

We are considering similar programmes in other subjects



KEY POINTS

- ✓ It is not goodies for baddies - potential to improve
- ✓ You don't have to spend a fortune – it is about being valued
- ✓ I can't be a lone crusade – need others onboard
- ✓ It must be linked to the classroom
- ✓ There must be consequences
- ✓ The students must really like sport
- ✓ It is not the panacea – but a tool for bringing about improvement