

Support for school sport partnerships

Stage 2
partnership development planning
for SSCos

PDM pack



May 2006

Partnership development planning for school sport co-ordinators

What is this pack for?

To support PDMs in expanding partnerships to guide their SSCos through the process of developing the second 3-year partnership development plan.

Who is it aimed at?

The pack assumes that PDMs will wish to involve both existing SSCos and new SSCos in the development planning process. It also assumes that new SSCos will have attended the 1-day national SSCo induction course.

As existing SSCos will not have attended a recent induction, there will be a need to explore some of the areas delivered at the national 1-day course. The new SSCos who did attend may find it a useful recap or could be used to 'lead' those areas with their peers. PDMs will need to use their judgement in differentiating the task / feedback accordingly.

How should it be used?

The pack will support PDMs to deliver a 3-hour module for their SSCos. However, it may be adapted or delivered in any way to suit local needs.

What skills and knowledge does the PDM need?

The pack assumes that PDMs have attended the stage 2 PDP workshops delivered nationally or have attended the national 2-day development planning course (summer 2005 onwards). The key is for PDMs to be familiar with the PDP process and templates introduced in spring 2005 and to be focused on delivering outcomes for young people. The PDM does not have to be an experienced trainer and can adapt the pack to suit their own skills and style.

What resources are needed?

The content is covered by the SSCo welcome pack (summer 2005 edition). Some core OHTs have been added.

<p>Identify their role as an SSCo in the process</p>	<ul style="list-style-type: none"> • Explain that it is the PDM's job to lead and manage the PDP process but SSCos, PLTs and others (in and out of school) are critical to that process if it is to meet local need • Based on the local structure of the partnership, spend a few minutes discussing what that might mean in practice i.e. <ul style="list-style-type: none"> ○ What will the PDM do? ○ What will the SSCos do? ○ What will the PLTs do? ○ What will the steering group do? ○ Who else needs to be involved and how? <ul style="list-style-type: none"> ▪ Across the partnership (e.g. CSP, SDO, LEA) ▪ Within schools (e.g. HoD, head teacher) ▪ Outwith schools (e.g. local clubs) ○ How will young people be involved? <p><i>New SSCos could be buddied-up with existing SSCos to share ideas but also challenge existing SSCos to consider what they might need to do differently this time.</i></p>	
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Session two		Suggested time: 30 minutes
Aim: Ensure SSCos are focused on outcomes for young people. Review the SSP's impact on young people so far.		
Specific learning outcomes By the end of this session, delegates should be able to:	Suggested delivery ideas / content / critical tasks	Support resources
Identify potential outcomes for young people	<ul style="list-style-type: none"> • Remind new SSCos that, at induction, they did an exercise about describing a vision that focused on young people. As a result of the partnership's work, in 3 years they will: <ul style="list-style-type: none"> ○ See young people who..... ○ Hear young people who..... • Ask the SSCos to share some of their vision statements with you and check if they focus on <u>outcomes</u> for <u>all</u> young people. This is the crux of the new partnership plan. • Use these examples and ask the existing SSCos to draft some statements too. What do they want to see / hear? 	SSCo welcome pack Page 10 gives some examples
Describe the partnership's impact on young people to date	<ul style="list-style-type: none"> • Ask existing SSCos to revisit the old PDP and consider their achievements over the past 3 years • Turn those into statements about what the SSP has already achieved for <u>young people</u> (like the above examples) • The new SSCos challenge them to consider: <ul style="list-style-type: none"> ○ Cross partnership, in each family, in each school ○ Primary and secondary-age pupils ○ Specific year groups ○ Different 'groups' of young people e.g. girls, boys, young disabled people, ethnic minorities, disaffected • Make sure they focus on <u>outcomes</u> not provision; make sure they're very specific and focused 	

	<ul style="list-style-type: none"> • Record each statement on a post-it note • Set up 7 stations (1 for each SSP outcome); ask the SSCos to place the post-its at the most relevant station (accepting there will be overlap and there's no 'right' answer) • That demonstrates (visibly) the impact the SSP has had already; congratulate the SSCos on their achievements • However, where are the gaps? Have some areas had much greater impact than others? Which young people have benefited most? • All SSCos review the post-its and identify those 'gaps' or areas that need to be developed. In particular, identify which young people have <u>NOT</u> benefited. Record these. • Remind SSCos that: <ul style="list-style-type: none"> ○ The SSP's <u>core</u> accountability is in outcomes 1-4 (increased participation across <u>all</u> areas) ○ The stage 2 PDP will have to show impact in the other outcomes too (not at the expense of the core) ○ Schools still have to work from where they're at • Reinforce that the SSP needs to keep challenging itself: <ul style="list-style-type: none"> ○ What difference are we making for <u>young people</u>? ○ Who's <u>NOT</u> participating and <u>why</u>? • This exercise has acted as part of the review / audit 	
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Session three		Suggested time: 30 minutes
Aim: Enable SSCos to establish where you are now (step A)		
Specific learning outcomes By the end of this session, delegates should be able to:	Suggested delivery ideas / content / critical tasks	Support resources
Clarify the purpose of an audit / review	<ul style="list-style-type: none"> • The above exercise will give all SSCos a strong indication of what the new PDP will need to address. As PDM, ensure they haven't missed any crucial areas. • From their general knowledge of their school/family, do the new SSCos have anything to add? <p><i>Previous expansion plans show that new families are usually easily assimilated into the stage 2 PDP as the issues, and desired outcomes, are often the same. What may be different are their baseline and their implementation strategies.</i></p> <ul style="list-style-type: none"> • The SSP needs to have a strong vision so the audit has some focus. However, the desired outcomes may need to be tweaked as a result of the audit. • Clarify that the audit (review for existing SSCos) covers 3 distinct purposes: <ul style="list-style-type: none"> ○ To create (or develop) a relationship with PLTs & others (personal contact rather than paperwork!) ○ To act as a general consultation about needs & interests (including young people) ○ To provide detailed baseline information / data • The PDP does require a measurable baseline – wherever possible. The exception may be for areas that: 	OHT 3.1 - audit

	<ul style="list-style-type: none"> ○ Are qualitative and need longer to ‘measure’ ○ Relate to target groups that are difficult to identify (e.g. finding where disabled pupils actually are) ● In these cases, the PDP needs to indicate where the SSP is now and a proper baseline established later – before the work takes place! ‘Auditing’ is never really complete but becomes part of the ongoing M&E process ● It is <u>expected</u> that all areas covered by the PESSCL survey questions have a detailed baseline <p><i>It is also envisaged that, through ongoing M&E, the existing families will have more accurate baselines than the new</i></p>	
State the requirements of the annual PESSCL survey as part of the audit	<ul style="list-style-type: none"> ● Share the annual PESSCL survey questions and process ● The audit / review process needs to incorporate these ● The <u>essential</u> questions the audit / review needs to ask are: <ul style="list-style-type: none"> ○ The PESSCL survey questions ○ Who’s NOT participating and WHY? ● If the information being gathered doesn’t help to answer these, it may be unnecessary! 	NB. The PESSCL survey questions in the SSCo welcome pack (appendix 2) have since been refined. PDMs were issued with an update, by DfES, in Jan 2006
Identify how they will establish where they are now	<ul style="list-style-type: none"> ● The PDM and existing SSCos share their previous auditing process. The new SSCos act as critical friends: <ul style="list-style-type: none"> ○ What worked well that we can repeat? ○ What didn’t work well that we can ditch? ○ What was missing? ● Reinforce the messages about creating a dialogue with people (less paperwork) and including young people ● Using the 2 essential questions as a prompt, the SSCos work in (mixed) groups to identify: 	PDP prompts (CD)

	<ul style="list-style-type: none"> ○ What information will their family need to collect? ○ Who might have the information? ○ How will they get it? ● The PDM may wish to share the prompt questions from the PDP templates (issued in spring 2005 on the CD) and/or any other local guidance ● Feedback ● Brainstorm: what existing sources of information are standard in the schools? Examples may include: <ul style="list-style-type: none"> ○ PLASC, SEN register or similar pupil records ○ OFSTED reports / LEA reports on subject ○ Self-evaluation framework (school & subject) ○ Registers of attendance (curriculum & OSHL) ○ End of year reports on pupils <p><i>The PDM may wish to add time to the basic module and use this session to formally agree the audit process</i></p>	
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Session four		Suggested time: 20 minutes
Aim: Enable SSCos to recognise and contribute to steps B and C of the PDP process		
Specific learning outcomes By the end of this session, delegates should be able to:	Suggested delivery ideas / content / critical tasks	Support resources
Recognise appropriate objectives & targets for the new PDP	<ul style="list-style-type: none"> • Give time for the SSCos to read the relevant pages of the welcome pack • Share an example (linked to their vision statements from session 2) of how you have converted an existing PDP objective & target into the new, outcome-focused, style • Share what is written in box B (where do we want to get to – objective) and box C (what does it look like when we get there – target) • Clarify the difference between the boxes if necessary – using OHT 4.1 • Stress that box C needs to be as SMART as it can be with: <ul style="list-style-type: none"> ○ Quantifiable targets (nos. % etc.) ○ Qualitative targets (PIs from the 10 HQ outcomes) ○ Clear target groups (age, gender, ethnicity etc.) <p><i>A simple one would be to convert provision of JSLA courses into outcomes around attainment (a qualification), attitude (confidence) and deployment (in a community club). A more challenging one would be to convert developing a scheme of work into outcomes around amount and quality of participation in PE and attainment.</i></p>	Blank PDP template SSCo welcome pack pages 27 & 28, 31-33 OHT 4.1 – Box C OHT 4.2 – 6 aims

	<ul style="list-style-type: none">• Develop another example as a whole group• Buddy existing and new SSCos, give each pair a blank PDP template, an existing PDP objective (that's still relevant and relates to their vision) and ask them to convert them into an outcome-focused objective & SMART target• Act as a critical friend; share ideas between pairs <p><i>It is unlikely that the SSCos will need to write these in the real PDP (that's the PDM's role) but they do need to understand them in order to contribute to its development and monitor and review its progress and impact.</i></p> <ul style="list-style-type: none">• The PDM may wish to clarify (for the existing SSCos) that the old 6 national aims are now seen as the means to an end – not an outcome in themselves. Use OHT 4.2 as an example if necessary.	
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Session five		Suggested time: 40 minutes
Aim: Enable SSCos to use the family plan (steps D & E) to guide their family's work		
Specific learning outcomes By the end of this session, delegates should be able to:	Suggested delivery ideas / content / critical tasks	Support resources
Explain how they will use the family plan to co-ordinate development across the family of schools	<ul style="list-style-type: none"> • Refer SSCos to the family plan template – appendix 4. This is about <u>how</u> the SSP / family / schools will achieve the outcomes; it's what the SSCos, PLTs & others will <u>do</u> • Give time for the SSCos to read the relevant pages of the welcome pack. Clarify any queries. Key points: <ul style="list-style-type: none"> ○ The partnership as a whole may identify some common strategies (e.g. all secondary schools will deliver JSLA); different families may do them at different times or in slightly different ways (e.g. common targets about OSHL, different sports) ○ The family does need to have a written plan – to keep it on track and to help prioritise work (OFSTED may wish to see it during their visits) ○ It isn't submitted to DfES but the PDM will need a copy ○ It does need to map out strategies over the 3 years (so that the workload is evenly spread) ○ The very specific details / actions are likely to be entered and updated on a more regular basis e.g. annually or termly (to be agreed with the PDM) ○ The family plan needs to be flexible to take account of changing circumstances e.g. new resources, unforeseen barriers, early achievement of outcomes 	SSCo welcome pack pages 29, 31-33 appendix 4 FDP prompts (CD) Blank FDP template OHT 5.1 - implementation

	<ul style="list-style-type: none"> ○ Above all, any activity (strategies / actions) do need to help the partnership meet the outcomes for young people and the PSA target so the effectiveness of the plan will need to be reviewed regularly • Take an example objective and target (perhaps the one you used in session 4). As a whole group, brainstorm <u>how</u> that target may be achieved (encourage creativity!) • Take 1 idea and transfer it to the FDP template i.e. key implementation strategies / actions required, by when • Buddy new and existing SSCos and, using the targets developed in session 4, ask them to develop the FDP • Make sure the SSCos think very practically – this is what their family is going to <u>do</u> <p><i>If necessary, the example PDP outcomes (from the CD) could be used instead.</i></p> <ul style="list-style-type: none"> • Share ideas; emphasise that some things will be done as a whole SSP; others will be very flexible – so long as everyone meets the desired outcome • Using OHT 5.3, summarise what makes the implementation (FDP) effective • Refer back to the 6 aims – OHT 4.2 – if necessary • Stress that the family plan does <u>NOT</u> have to be written under the old 6 headings! <p><i>The PDM may wish to extend the basic module and explore, with the SSCos, how the FDP will be used as a management tool e.g. to monitor & review each family's / SSCO's progress.</i></p>	
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The PDM may choose to revisit session 6 at another time, perhaps as part of a longer development day around the partnership's processes, but it is essential that SSCos understand the need for monitoring and evaluation.

Session six		Suggested time: 20 minutes
Aim: Enable SSCos to recognise the importance of the monitoring & evaluation process		
Specific learning outcomes By the end of this session, delegates should be able to:	Suggested delivery ideas / content / critical tasks	Support resources
Describe the national reporting requirements	<ul style="list-style-type: none"> • Explain the partnership's reporting requirements: <ul style="list-style-type: none"> ○ PESSCL survey – submit around late June 2007 ○ Annual review – submit late June – early Sept 2007 • These demonstrate the partnership's progress against the PSA target and against its own PDP targets • They are crucial in helping DfES/DCMS justify and make the case for ongoing/additional funding for PE and school sport • Add any additional local reporting requirements / systems 	AR template (CD)
Recognise the partnership's responsibilities in terms of monitoring and evaluating	<ul style="list-style-type: none"> • Explain that it's essential the partnership monitors and evaluates its impact: <ul style="list-style-type: none"> ○ To prove – to national & local partners what difference it's making for young people ○ To improve – make sure it's doing its best for young people • Give time for the SSCos to read the relevant pages of the welcome pack. Deal with any questions / clarifications. • Using the example outcomes developed in session 4 (box C) ask the SSCos to identify what evidence would show if they've achieved this outcome? 	SSCo welcome pack pages 30-33 Appendix 2 (since updated) Appendix 5 OHT 6.1

	<ul style="list-style-type: none"> ○ Consider quality as well as quantity (remind them of the 10 HQ outcomes and indicators) ○ Consider who could supply the evidence ○ Consider how they'd gather the evidence ● Reaffirm that many of the tools they used for the audit will help in monitoring & evaluating and that it's essential that they embed school-level M&E into schools' and PE departments' self-evaluation. It will need to be part of their work with PLTs and other colleagues. <p><i>There are 2 modules available to SSCos as part of their ongoing training: one on monitoring and one on evaluation. These will deal with this topic in much greater depth. Make sure SSCos attend as part of their CPD. They must have a PDP and FDP in place before attending.</i></p> <ul style="list-style-type: none"> ● Signpost SSCos to 'Do you have high quality PE and sport in your school?' This is one tool for helping schools to evaluate the quality of young people's participation. ● Explain how this has been used locally – if it has. ● The PDM and existing SSCos share some of their existing M&E processes. The new SSCos act as critical friends: <ul style="list-style-type: none"> ○ Does it just focus on quantity? ○ How do you measure quality? ○ How do you know which young people are benefiting – and who's NOT? ○ Does it focus on monitoring? ○ Does it demonstrate impact? ○ How are the findings shared / used to prove and to help improve? 	
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Session seven		Suggested time: 20 minutes
Aim: Guide the SSCos on what to do next		
Specific learning outcomes By the end of this session, delegates should be able to:	Suggested delivery ideas / content / critical tasks	Support resources
Recognise their priorities, in relation to development planning, over the next term	<ul style="list-style-type: none"> • The PDM provides guidance on what happens next at local level • Encourage existing and new SSCos to act as buddies beyond the module, as well as seek support from the PDM • Emphasise the crucial role that the PLTs have – they are the experts in terms of primary-age children’s needs & interests • Highlight the role of others in the process e.g. other teachers, HoD, headteachers, other school staff, coaches, parents and, above all, the young people! • Emphasise that this is the start of an ongoing process: good development planning never really stops • Reassure the SSCos that development planning isn’t about perfect pieces of paper but about creating an informed focus for the partnership’s work and ensuring that they <u>make a difference for young people</u> – in and through PE and sport! 	