

# Schools Active Movement



HAPPIER



HEALTHIER



MORE  
ACTIVE

## Case study of effective practise

*Please note:*

- *This should be for work wider than the SGO role and not School Games related.*
- *Commercial concerns should not be promoted.*
- *This will be shared across SAM.*
- *Please attach a picture that can be shared publicly*

Complete as many boxes as possible – it is not mandatory to complete all

Organisation: **West Norwich & Dereham SSP**  
Main Contact and role: **Rob McCombe**  
Contact number/email (optional if you are happy to be contacted direct):  
**07766 952179 / westnorwichpdm@yahoo.com**  
DATE: **Nov 2020**

Focus on:  
**Happier** / Healthier / More Active (please select)

**Context (background info, what is the project about, what were you trying to achieve?)**

To improve the Confidence of all PE Subject leads – improving work life balance and supporting PE leads to ‘stay on top’ of all things PE. We wanted to provide a mentoring facility for all school PE leads to provide the necessary support to ensure they were effective in their role, able to prioritise and provide better opportunities to all young people.

Above all we wanted to provide support and tools to evidence positive impact within their roles – so it was important we could provide a necessary layer of evidence to show progress within management of the subject.

**What actions were taken? Who was involved? What did you do? What did it look like?**

Our initial wave was to 18-19 was to make Mentoring a flexible additional option within the SSP membership model, and we had a relatively limited uptake (appx 40%). We found in ALL cases where we provided mentoring support that PE leads could not only evidence significant progress within the subject area, but their engagement with all the SSP offered was also improved. It was such a success we changed the way we offered it in 2019-20 – making all schools choose either the termly mentoring service or a school audit. This saw an increase to appx 70% of schools engaging, and again excellent results from all schools who actively engaged with the mentoring service. As a by product, we have seen significant improvements to school engagement around our next year buy in. In 19-20 we had 60% of our schools pre purchase a year ahead for SSP membership in our Pay it Forward model – with a significant link between those schools who have received mentoring to those pre purchasing a year forward.

In 20-21 we now have 76% of schools already committed for 2021-22 paying for the year ahead which we feel is a direct by product of our mentoring service – which we have now extended as a compulsory element of the buy in model and also expanded the model to include HALF-TERMLY mentoring for those who want it. (Appx 25%)

Use of the Self assessment tools have also led us to providing significant additional services and support as a direct result of identifying school support needs across the SSP because of what we discover through the wheel – helping to shape our future membership offer further enhancing our appeal to schools.

**Resources - What was used, how they can be obtained? National programme or local/own resources?**

We use the Create Development PE, Sport Premium and Health wheel as our tool for monitoring schools performance against key areas. This forms the basis of our mentoring conversation and has also

*Investment cost: Purchase of the wheel (which can be bespoke to your needs or based on current template) £400-450 (which includes the set up of your partnership wheel/school set up) PLUS £35.00/school annual licence fee.*

The wheel/school assessments have led us to creating additional support resources including; Staff confidence/competence audits, New finance recording sheets, a KS1 'kitemark' as SG Mark only covers Y2 , School development plans, Additional identified CPD, better links with external partners to signpost solutions, new H&WB support materials, enhanced leadership training provision and much more.

**What was the impact on participants? What have been the positive impacts of this work on the young people?**

All schools who engage fully with the programme see significant progress with the wheel over the academic year due to focused working and establishing clear priorities to spend limited time and resource on. We have seen significant improvements to staff confidence and competence through the mentoring cycle as we address the key issues head on and engage with schools to make necessary changes (which we provide solutions or signpost externally).

Staff confidence to manage their subject is high and staff who engage have the necessary support to be more in control over their subject and have help and support on tap.

As a result of the mentoring support we believe the outcomes for young people are significant across all 3 areas as all 3 are covered within the mentoring and monitoring of the subject.

**What was the impact on the school? i.e. have they changed their offer or the way they deliver it? Which priorities has it impacted on?**

We have seen significant improvements to the way schools manage their subject – which has led to raising the standards of other subject areas. The quality of teaching and learning for example has been improved in a number of schools following targeted training/support in PE, but the effects of the training being seen in other subject areas.

Schools are also making better use of the allocated Sport Premium funding, using the money more effectively as a result of spending it in the most needed identified areas.

PE has become a 'go to' subject area for the new Ofsted Deep Dive visits due to the positive impact subject leads are having, setting the bar for good practice with several successful Ofsted visits within the SSP in the last year.

**Headteacher quote:**

**Top tips: What were the key things that made this work?**

- The Personal / empathetic touch (help/support and guidance rather than big brother telling them what to do)
- The CD Wheel Self assessment tool
- Providing solutions to problems identified on the journey – to make their life easier for them

**Next steps? How are you embedding and sustaining the activity? How are you extending and developing the impact of this work?**

In 2020-21 it has become a compulsory element of the SSP offer – and we are doing targeted work on those schools who have not engaged with the support over the past academic year.

We have expanded the Half termly support and are now looking at rolling that out to ALL schools during the current covid situation via Zoom support to provide additional service to schools in lieu of a lack of events.

We are now looking to expand on the HHA agenda significantly improving our Health and Wellbeing support for schools so are now also looking at updating and rewriting the H&WB section of our wheel to reflect the changing world of education.

We have moved more support and training/resources online to take advantage of the zoom culture within schools – with a new Vimeo channel for short sharp video hits as well as moving things like staff audits from paper audits to online surveys.