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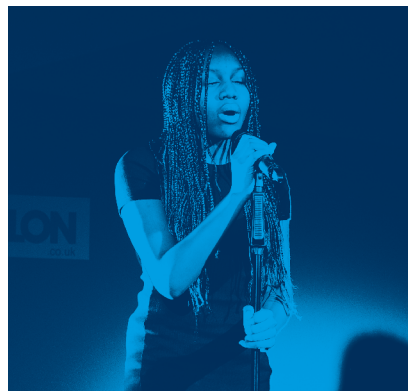
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YOUTH
SPORT
TRUST

25 YEARS
OF CONNECTING
EDUCATION COMMUNITIES



YST 2020 CONFERENCE

Getting to the Heart of a Well School

Thursday
27 February 2020
Ricoh Arena,
Coventry

To drive change and improve the wellbeing of a generation we need to work together.

The Youth Sport Trust 25th Anniversary Conference and Awards Dinner will focus on the power of physical education, sport and play to build connections and strengthen communities within and beyond the school gates.

At a time when communities have become more divided, the power of sport and play to bridge those divides could not be more important.

We will be joined by experts keen to share examples of how to equip young people with the tools to navigate the

world through the power of PE, sport and play, as well as hearing how we can bring together the worlds of sport, health and education to ensure young people are fit, healthy and well.

We are delighted to be able to offer a free place for Premium members as well as early bird discounted rates on all day conference tickets for a limited period.

Please join us and support our movement to help every school to become a 'Well School'.

Register now
bit.ly/YSTconf-reg

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WELCOME

Welcome to your autumn 2019 edition of INSPIRE magazine.

I hope the new academic year has started well for you. It promises to be an exciting one for all of us here at the Youth Sport Trust; as 2020 brings our charity's 25th anniversary.

I will be sharing more details with you over the coming months on how we will use this milestone to celebrate and strengthen the incredible movement of YST schools and make an even bigger difference to the lives of more young people. If you have any thoughts or ideas, do let me know - your voice is important, and this is our collective birthday!

As ever, our Annual Conference and Awards Dinner in 2020 will be one of the year's highlights as we aim to 'Get to the Heart of a Well School' and celebrate a quarter of a century of connecting education communities. We will be building on the focus placed on emotional, physical and cognitive wellbeing over the past few years to explore specifically the contribution sport and play makes to social wellbeing. Last year's conference was celebrated by delegates as one of the best yet, and I'm delighted that for 2020 we have been able to reduce the ticket price and open bookings early. I do hope that you can join us. Register now bit.ly/YSTconf-reg

Character Education and Personal Development are some of the themes we will be showcasing in 2019/20. My thanks to Geoff Barton, ASCL General Secretary, for a really thought-provoking piece on page 5 setting out why, in the age of robots and artificial intelligence, the important role of PE and sport in developing character is only going to increase.

Secondly this edition updates you on some of the new developments in government strategy for PE and sport. Over the summer you may have seen the eagerly awaited School Sport and Activity Action Plan. A lot has happened in Westminster since its publication in early July, but in spite of the turbulent political climate, I think there are reasons to be encouraged that politicians and

civil servants are now taking this agenda seriously. By the time you read this we will have hosted a summit with the country's leading sports organisations to set out a plan for taking this forward. In the meantime, you can read a summary of the plan and our response to it on pages 18-19. Also, we include an article on 'Reframing Competition' a focus this year for School Games and also included in this issue is an update on the Sport England Teacher Training programme.

In the summer edition of YST INSPIRE you will have read about the incredible challenge our ambassador Ben Smith is undertaking next year. In the build up to National School Sport Week 2020 Ben will be running and cycling 18,500 miles across the USA. This month we launch Journey to Wellbeing, the education programme at the heart of Ben's challenge. Through Journey to Wellbeing, we want to give young people at thousands of schools the opportunity to be inspired by Ben's journey as they follow his progress. This will see them progress through a journey of their own, taking a lead in improving wellbeing for themselves, their class and their school, more on page 22.

In finishing I am thrilled to highlight the thought-piece written by Martin McLeman one of our new YST Headteacher Lead Ambassadors which ensures this autumn edition of YST INSPIRE gives the last word very appropriately to you, our network.

Thank you for reading this edition of INSPIRE and for continuing to be part of this incredible movement improving young lives through sport and play. I wish you a successful and productive autumn term.



Ali Oliver

ALI OLIVER
Chief Executive
Officer
Youth Sport Trust

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Have you subscribed to YST News – our monthly round up of young people, health, sport and education stories, commentary and blogs? If not, head to our website to sign up: www.youthsporttrust.org

News

GOVERNMENT'S SPENDING ROUND CONFIRMS FUNDING FOR SCHOOLS

In the Chancellor's Spending Round announcement in September, Sajid Javid announced that there would be an extra £7.1 billion funding for schools across England in 2022-23. The Treasury said that the increase would mean that every secondary school would be allocated a minimum £5,000 per pupil by 2020-21 and every primary school £4,000 per pupil by 2012-22.

They also pledged £700 million extra funding to support children and young people with special educational needs. Responding to the announcement, the Association of School and College Leaders (ASCL) described the funding as 'significant' but noted that even with this funding there would still be a shortfall.

NEW CHIEF MEDICAL OFFICER GUIDELINES

The UK's Chief Medical Officers have published new guidelines on physical activity. They recommend as much active play as possible for children under five and an average of 60 minutes a day for older children. Chief Medical Officer for England, Professor Dame Sally Davies, said: "Physical activity is an under-appreciated asset in our clinical arsenal. It is cheap and brings a long list of health benefits." Read the new guidance here:

www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report

NEW RESEARCH ON PRIMARY PE & SPORT PREMIUM

New research commissioned by the Sport and Recreation Alliance has revealed that primary schools need greater certainty over the long-term funding of the PE and Sport Premium in order to deliver sustainable improvements in school sport.

The research, conducted by Durham University, shows that the lack of clarity surrounding the future of this funding, combined with year-to-year allocations, makes it harder for schools to plan for the future and to spend the money effectively.

The Sport and Recreation Alliance also say it highlighted a need for more schools to report on how they spend the funding to enable a better assessment of impact. Responding to the findings, Youth Sport Trust Chief Executive Ali Oliver said:

"We agree with the Sport and Recreation Alliance when they call for a long-term commitment to the funding of PE and sport in schools. Government recently published a School Sport & Activity Action Plan and we hope more strategic investment into PE and sport will form part of a long-term strategy to address the decline in both Physical Education in our schools and children's overall wellbeing."

"For any funding to have a long-term impact there needs to be both clear guidance and expectations around intent and impact, as well as strong accountability over how it is spent."

YST AND TEACH ACTIVE CONTINUED PARTNERSHIP

The Youth Sport Trust and Teach Active (formerly known as Maths of the Day) are delighted to be continuing their partnership for a fifth consecutive year. The Teach Active website is the YST's active learning arm and is supporting schools all across the UK and internationally. The impact within schools, in terms of physical activity and raising attainment in the key subjects of maths and English has been tremendous and has led to the resource being nationally recognised and included in the Parliamentary Review for outstanding practice in education. With the importance of physical activity to be at the heart of school life, we are delighted that thousands of teachers and children each week are benefitting from Teach Active.

www.teachactive.org



Maths & English

MAGAZINE FEEDBACK

We would really appreciate you taking the time to complete our YST INSPIRE magazine reader survey. Your opinion and feedback are very important to us. We are looking forward to getting to know our readers better and to producing the best magazine for you. Complete our short survey by 31 October at www.surveymonkey.com/r/YSTMag to be entered into our prize draw to win an Athlete Mentor Visit for your school.

UNLOCKING POTENTIAL

Character Education – what's new?

Geoff Barton is General Secretary of the Association of School and College Leaders (ASCL) and was formerly a headteacher of a specialist sports college in Suffolk. Here he describes the recent changes in defining the perceptions of character education within schools.



I imagine a lot of us are not keen on the term 'character education'. It may be that it feels too bland, too slippery, too difficult to pin down quite what the phrase might mean in practice. Or perhaps it conjures up misty-eyed images of cricket on distant school playing fields and hearty adventure holidays for the few rather than the many.

'Character education' feels like one of those concepts to which we all bring too many personal preconceptions, ending up meaning too many things to too many people and therefore, loses all useful precision. I think perhaps we could instead simply call it 'education'!

The time is ripe for us to re-conceptualise current practice. It's time to stop confusing the curriculum (what young people learn) with qualifications (how they are tested). It's time to talk less about accountability, which implies doing things because other people tell us to. Instead we need to talk about responsibility, the moral imperative to do what's right for young people, irrespective of their class, race, faith or background.

That's why we should now focus once more on character. There's a danger that we approach the idea with a sense of déjà vu. After all, character education can easily be seen as a recurring whim – a policy that arrives, gets brief public attention, then fades. There might be a temptation to dismiss it as lacking in rigour, peripheral to the real stuff of education, but that's to misunderstand the potential of teaching character.

That's why I was pleased to join the Secretary of State's advisory group on character education, led by Ian Bauckham, President of ASCL 2013/14. The group is determined that it's finally time to locate character education as central to, not separate from, core subjects. Great teachers develop character, through what they teach and how they teach it.

It's time for the separation of what happens in the classroom and what's deemed extra-curricular to end. Character education needs to live fundamentally in both. Ofsted has given us the perfect opportunity to strengthen this case. Their exhortation to articulate curriculum intent should affirm loudly and clearly the knowledge, skills, attributes and virtues that we aim to develop in every child, and how we aim to do it.

Great teachers of PE and sport have always known how their subject

contributes to this. I hadn't fully grasped it until I became the proud headteacher of a sports college. I saw how high quality PE was about social capital, inclusion, personal development, resilience, physical and mental wellbeing, and – overwhelmingly – it was about student leadership.

Great schools have always developed character education. Now it's time for every school, every teacher in every subject, to see that subject knowledge itself isn't enough. If our schools are going to prepare young people to take their place in a complicated world as global citizens, then we need to be more ambitious.

Against a backdrop of artificial intelligence, in the age of the robots, let's put even more effort into developing the fully-rounded, ethical, compassionate and outward-looking young people that our country, our planet, so urgently needs.



Personal Development: The role of PE and sport in your school

Kate Thornton-Bousfield, YST Head of PE and Achievement, explains how the new YST toolkit can help you to embed your personal development approach with your whole school.



Like 'character education' our renewed focus on 'personal development' means there is a risk of these words losing their meaning; becoming something other than what they are supposed to be. In our last edition of INSPIRE on pages 6-7 we talked about how PE and school sport has a vital role in developing wider skills which contribute to a high quality education. It covered how having this made separate from the behavioural judgement and becoming one of the four judgements allows schools to commit time, resource and focus to this. This, of course can only be a good thing.

HOW WILL PERSONAL DEVELOPMENT BE INSPECTED AND JUDGED?

Some of you may be saying: "well isn't this what we have always done and continue to do in PE?"

Yes, it may be, but my challenge to you is: do you provide these opportunities for **all** pupils? And, if so, can you support other curriculum subjects and areas of school to provide these vital enrichment activities, so all children have the opportunities to further develop themselves?

The personal development judgement a school receives will show the school's intent to provide personal development of all pupils, and the quality with which the school implements this work.

A must-do action is to read the Inspection Handbook for September 2019, particularly the section outlining the personal development judgement (from p58). The judgement will consider the many dimensions of personal development. They are varied in nature, but you can certainly see the role PE, sport and physical activity can play in enabling all pupils to develop through the dimensions, such as:

- **Developing responsible, respectful and active citizens**
- **Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy**
- **Developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving opportunities to be active during the school day and through extra-curricular activities.**

These are 'bread and butter' to us, and form part of your staple learning outcomes through PE, physical activity and school sport, but how are you supporting all pupils in developing the other dimensions such as deepening their understanding of core values such as democracy, tolerance and rule of law? These are described by Ofsted to be 'fundamental British values'. Or promoting an inclusive environment, developing their spiritual, moral, social or cultural understanding and acceptance of diversity and culture?

Effective personal development enables people to be successful in all aspects of their lives – at home, at school, at work and in society. It is the foundation for everything they do, as learners, employees and citizens and in their personal lives. Good personal development is essential for them to flourish.

Personal development is a lifelong process through a variety of experiences and schools are a vital contributor to this process. Through an education that is aspirational, broad, rich and focused on every child's personal development, learners enjoy the good health and wellbeing they need to thrive. They develop character and an understanding of their place in the world. Enabling learners' personal development is the responsibility of everyone: every aspect of school life affects how each learner develops.

We have launched a new toolkit. This is not designed as a checklist or 'how to' guide, instead it will help you to plan and implement an approach to support the personal development of children and young people during their time at school.

This YST Personal Development toolkit draws on our 25 years of experience of developing children and young people through physical education, sport and physical activity. It shares strategies that our partner schools have found most effective in growing learners' personal development beyond the physical domain. These explore teaching and learning, student leadership, recognition and rewards, and pathways and transitions. It recognises that sharing practice within and between schools is essential in shaping the quality of education and provides examples to support your curriculum intent, implementation and impact.

Personal development is the foundation for learning; therefore, it should be integral to your school's values, policies and practices. This means embedding it in school plans, from the whole school improvement plan to individual lesson plans and in your evaluations.



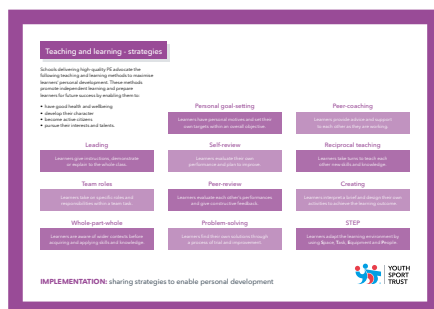
Embedding personal development across your whole school



This new toolkit will help you to:

- Share a vision for personal development outcomes across your school (**intent**) – use the cards to recognise and agree outcomes. What will learners say or do?

- Share strategies to enable learners' personal development in all aspects of school life (**implementation**) – use the cards to agree common methods. What will staff do?
- Show the difference that personal development makes (**impact**) – use the cards to recognise the effects. How will you know you are being effective?

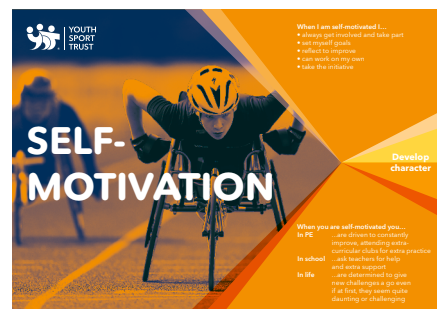


The toolkit has three elements, firstly there are 12 personal development posters for learners. Display these around school to help everyone understand and articulate what personal development is and means for their lives.

Secondly there are personal development posters for staff. Display these in the staff room to raise awareness and signpost staff to the accompanying cards. The cards explore these areas in detail.

Finally we have included 12 double-sided cards that share strategies, examples and tools. Use these to provide ideas and stimulate discussion within school teams.

- Four for **intent**: sharing a vision for personal development outcomes.
- Four for **implementation**: sharing strategies to enable personal development.
- Four for **impact**: showing the difference personal development makes.



Alongside the toolkit, the YST website will host a series of videos which will support schools in considering their approach to personal development. If you want to learn about this exciting benefit contact membership@youthsporttrust.org or your local YST Development Manager.

This toolkit is include in all Plus and Premium membership packages and can be accessed via your school membership online dashboard.

My Personal Best – Character Education (SEND): A life skills approach to teaching and learning in PE

Gary Grieve, YST Programme Officer – Inclusion, explains YST's new piece of Special Educational Needs and Disabilities (SEND) focused work engaging with special schools across England. Through the My Personal Best – Character Education (SEND) resource we are working together to ensure school staff feel supported and have the required skills, resources and training to feel confident in developing learners' character.



WHAT DO SCHOOLS THINK IS KEY TO SUCCESS?

According to the 'Developing character skills in schools Summary Report', August 2017 (NatCen Social Research & the National Children's Bureau Research and Policy Team), successful character education was felt to depend on a clear vision and whole school approach embedded across the curriculum. It needed to be driven forwards by strong leadership and delivered and modelled by staff with the appropriate skills, time and access to activities that could be tailored appropriately to the needs of students.

Through the introduction of the new Ofsted framework, personal development judgement inspectors will judge by evaluating the extent to which:

- The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their own interests and talents

- The curriculum and the providers' wider work support learners to develop their character, including their resilience, confidence and independence and help them know how to keep physically and mentally healthy
- At each stage of education, the provider prepares learners for future success in their next steps
- The provider prepares learners for life in modern Britain.

My Personal Best (SEND) explicitly connects to this area through aiming to develop life skills, leadership and employability skills for young people with SEND such as empathy, teamwork and resilience. My Personal Best promotes a whole school approach to teaching and learning in PE, where life skills and values such as self-belief, co-operation, responsibility and resilience are taught explicitly through PE.

As with our successful primary and secondary versions the My Personal Best – Character Education (SEND) life skills are grouped into three areas.



Healthy Me

supports pupils to develop the personal traits that underpin good health and wellbeing and their personal achievement.



Social Me

supports pupils to develop the traits that help them to understand others and work well with other people.



Thinking Me

supports pupils to develop the cognitive and creative traits that enable them to create opportunities, overcome challenges and make choices.



Fundamentally education is about making sure the next generation have everything they need to realise their potential. That means offering them a broad and rich curriculum which gives them the knowledge and skills that will set them up for success in further study and the world and work."

Amanda Spielman, HM Chief Inspector, Ofsted, Feb 2017

We have selected 20 special schools, each for their recognised expertise in delivery of high quality inclusive physical education and for their commitment to pioneer school-centred innovation through this character education programme. Bespoke training at each school will focus on bringing together headteachers, subject leads and support staff who will complete learner journals detailing their practice and the impact it has for their students.

Fully accessible resources focused on and for young people will explicitly connect skills developed in PE with independence and fundamental life skills for young people with SEND.

Through this project, young people will:

- Develop/apply life skills that will support them to flourish in PE, school and life
- Have improved health and wellbeing and personal skills
- Be better at understanding and working with others (social skills)
- Be able to create opportunities, overcome challenges and make choices (thinking skills)
- Increase their potential achievement and readiness for life.



This programme will run in parallel with our existing programmes to help develop life skills and our students' characters in preparation for life after school. This programme will help drive forward the importance of PE and school sport throughout the whole school, working in partnership with other curriculum areas to ensure the young people can be the best they can."

Redwood School, Greater Manchester.



It has been identified within the School Development Plan that raising aspirations needs to be addressed, especially for Pupil Premium pupils and those with SEND. By introducing the programme, I would hope to support the personal development of these young people; raise self-esteem, increase motivation and inspiration, as well as narrow the gap and raise attainment. The programme would run cross-curricular and staff will be supported to develop the aforementioned, alongside providing an opportunity to reflect on their current teaching practice and support character building through a different approach to learning and teaching."

The Lakes School, Cumbria.

This project specifically supports the current 'Inclusion 2020' initiative which sees a consortium of organisations led by the YST and commissioned by the Department for Education, seek to increase opportunities for young people with SEND to enjoy physical education, school sport and physical activity. See INSPIRE Summer 2019, page 16-17. Visit www.youthsporttrust.org/inclusion-2020 for more information.

One of the aims of Inclusion 2020 is to support schools to develop innovative approaches to PE. We want to maximise benefits for pupils, schools and parents and increase understanding and potential transferability to other educational contexts.

For more information on the My Personal Best Character Education project or the Inclusion 2020 programme, please contact Gary Grieve – gary.grieve@youthsporttrust.org or 01509 226645.



Further information, opportunities and inspiration.

Inclusion 2020 – www.youthsporttrust.org/inclusion-2020

Inclusive PE – www.youthsporttrust.org/ipe

Jubilee Centre for Character Education Research – www.jubileecentre.ac.uk/432/character-education

YST Lead Inclusion Schools – www.youthsporttrust.org/inclusion-lead-schools



YST MY PERSONAL BEST PRIMARY

Get moving with My Personal Best Primary

The recently released School Sport and Activity Action Plan promotes the importance for more young people to live healthy and active lives. My Personal Best will help improve the overall health and wellbeing in children aged 4-11 by teaching life skills through physical activity.

My Personal Best will help improve the level of physical activity by using PE and physical activity to develop readiness for school and adult life.

It explores these skills practically, helping children to recognise and transfer them to other lessons, to life in school and to their wider environment.

"My PB Primary has had such an effect in all areas of the curriculum, it is a joy to see children engage with a theme or life skill and apply throughout the school."
Chris Willan, Headteacher at Water Primary School

Member Discount

YST Members receive a 10% discount on all our resources and learning products, contact membership@youthsporttrust.org for your discount code. www.youthsporttrust.org/membership

Find out more by going to >

www.youthsporttrust.org/mypersonalbestpri

YST RESOURCES AND LEARNING



EMPOWERING ACTIVISM

Young People's Voice: Lipa Nessa, YST Youth Board

Lipa Nessa, 21 has recently completed her university degree in Sports Business Coaching at the University College of Football Business, Wembley. Her YST journey has equipped her with leadership skills and given her a voice to effect change. Lipa is a member of YST's Youth Board and was also appointed as a YST Ambassador in June 2019. Lipa currently hosts the podcast 'I Think She's Offside' with fellow YST Ambassador, Fadumo Olow. Lipa shares her journey with us.

I joined the Youth Board in December 2017, having heard about the charity through Fadumo, who was previously on the board. My first experience representing the YST was in February 2018 when I attended the YST Annual Conference and Awards Dinner, where I spent the day getting to know the other Youth Board members and understanding what YST is about. The network is made up of individuals that want to champion those doing well in the industry and assist those that need a helping hand.

Throughout 2018, my role on the Youth Board has given me so many opportunities, from speaking on a panel at the Girls Active Coaches Camp, to attending an event at the House of Commons where I spoke about the importance and value of PE and school sport on the curriculum.

I returned to the YST Annual Conference and Awards Dinner in February 2019, where I opened the conference in front of over 600 delegates. This was a nerve-wracking experience as I've previously only ever spoken in front of crowds of about 30-40 people.

As I finished my speech, I felt a sense of empowerment and self-fulfilment, this was the moment where I knew that I was capable of change. Since speaking at the conference, I've come to understand the difference I can make in just a few minutes which has empowered me to do more with my voice.

The opportunity has opened up many more for me; one of the schools who were at the conference invited me to be a guest for their awards evening and I've also presented awards and led PE sessions to 80 pupils at a school in Cornwall.

I've learned a great deal in the past 18 months and my role on the YST Youth Board has given me so many opportunities I never thought possible. Not only have I been able to attend these amazing events and have my voice heard, but I've also been able to make an impact, talk to MPs and share my story with people of all ages.

Working with YST has given me the confidence to speak to authoritative figures, work under pressure and really developed my communication skills and presenting abilities.

In the future, I want to use my skills to strive for better and share that with other people. I am passionate about sport and I hope to inspire and grow other peoples' love of sport and physical activity.



Leadership: for every young person

Through a range of leadership experiences, young people can acquire skills and learn behaviours which not only develop them as individuals but as drivers of change for others. The YST leadership framework has been designed to help reflections, advocate impact and recognise leadership development.

We believe that every young person should be supported through PE, sport and play to develop their personal leadership qualities. Over the last five years our Leadership Ladder enabled schools to offer young people appropriate leadership pathways through sport. We have taken the decision to develop this model to diversify the pool of young people that access leadership pathways and also to reflect the increasing desire of young people to drive social change.

We know that through a range of leadership experiences young people can acquire skills and learn behaviours which enhance their personal development. According to statistics gathered through the Young Ambassadors programme:

96%

reported improved confidence



76%

reported an improvement in their overall health and wellbeing



Young people benefiting from leadership experiences can also become drivers of change for others, improving the physical and mental health of their peers through encouraging their participation in sport or through using sport as a vehicle for social change.

The YST Leadership Framework has been produced through extensive consultation with partners in the sector to add clarity to the leadership pathway. Whilst the path is not linear, a young person's leadership journey would follow a pattern of learning to lead, exploring skills, demonstrating skills and then influencing. Young people may then be equipped to develop role specific skills as a coach, or to drive change through becoming an activist.

The Leadership Framework can also be used by practitioners as a tool to enhance the quality of young people's leadership experiences.

The key skills and behaviours under each stage (found online on the reverse side of the framework - link opposite) can be used to help practitioners plan for delivery, providing a check and challenge to ensure that their young people are supported with relevant training to succeed as leaders.

Young people themselves can use these skills and behaviours to reflect on their involvement and achievements through different leadership settings.

Please use the framework as a model to reflect on your current leadership offer. Through connecting the language of the framework to the education sector and Ofsted we are proud to be able to support you to evidence how leadership opportunities can supplement the intent, implementation and impact of your curriculum.

The Youth Sport Trust believes every young person should be supported through PE, sport and play to develop their personal leadership capabilities. Through a range of leadership experiences, young people can acquire skills and learn behaviours which not only develop them as individuals but as drivers of change for others.

ARE YOU READY TO LEAD?

Prior to leadership consider within all young people their:

- Confidence
- Motivation
- Self esteem
- Sense of belonging
- Feeling of value
- Relationships
- Support networks

WHERE AND WHEN?

Leadership can take place in and through:

- All educational settings
- PE
- Extra-curricular activities
- Competition
- Clubs
- The community
- Home
- Work

LEARNING
to lead

DEMONSTRATING
skills by leading and mentoring others

DEVELOPING
role specific skills

Leadership Framework

EXPLORING
skills through leading participants

INFLUENCING
through advising and collaborating

DRIVING CHANGE
by becoming an activist

OUTCOMES

Leadership offers improved personal development for young people which prepares them for:

The next stage

Spiritual, social,
moral and cultural
understanding

Active citizenship



To view the skills and behaviours associated with each stage of leadership on the framework please visit www.youthsporttrust.org/leadership-framework

Strategic leadership of Personal Development and Wellbeing in Multi Academy Trusts

Ruth Mann, YST Senior Development Manager asks how can we embed PE, school sport and physical activity as the main driver for a strategic approach to developing wellbeing and personal development across a Multi Academy Trust (MAT)?



Over the past nine months, with guidance from YST's National MAT Advisory Group for PE and School Sport, we have been on an exciting journey with 17 MATs from across the country to develop a solution to this challenge.

BACKGROUND AND CONTEXT

Building on YST's long history of innovative approaches to collaboration across networks of schools, we have set out to create a programme of support to enable schools to make the most of the pivotal role our sector can play in the 'wellbeing and personal development' agendas which are currently dominating schools' focus and strategic planning.

THE APPROACH WE HAVE TAKEN

To tackle the challenge, we needed to consider how we could bring together all of the contributors that deliver personal development and wellbeing outcomes across schools and wider MATs, ensure they are part of a consistent strategic approach, and are driven forward by effective leadership.

The proposed solution was the creation of a network of strategic leaders of personal development and wellbeing, leading on wider wellbeing and personal development agendas across a MAT infrastructure. YST would

create a programme of professional development to support the strategic role, facilitate MAT-to-MAT support and the sharing of expertise.

PILOT

The pilot training programme was designed as a professional development opportunity as well as an opportunity for the MATs involved to help us shape future approaches and solutions.

In April 2019, the 17 MATs identified the best person to drive forward these agendas with their schools, ranging from senior MAT leaders to those with specific responsibility for wellbeing, character development, or PE and school sport across the MAT. Delegates then came together for two days of training and networking, based around the following learning objectives:

- Developing understanding of the context for children's wellbeing, personal development and achievement
- Addressing wellbeing and personal development outcomes through PE, sport and physical activity
- Developing a wellbeing and personal development culture in a MAT
- Developing a framework for whole school MAT wellbeing and personal development

- Developing a strategic function to drive wellbeing and personal development.

To underpin our approach, we established 'Five Principles of a MAT's Strategic Function to Improve Personal Development and Wellbeing'. The role of the strategic leader would be to ensure:

1. The MAT is a centre of incubation and innovation for health, wellbeing and personal development, using physical education as a main driver.
2. The MAT uses health, wellbeing and personal development to drive whole school improvement and the development of an ethos of continual improvement and success through a strategic leader.
3. The MAT as a centre of excellence works with its academies to improve outcomes for young people in those schools.
4. The MAT works with wider education, health and sport services to support health inequalities, social mobility and integrated services.
5. The MAT is an outward-facing centre of excellence contributing to the health and wellbeing and personal development of young people at a local, regional and national level.

LESSONS LEARNT

Through a series of workshops, case studies, networking, reflection and planning activities, we built a clear picture of the kind of support needed by MATs to start to create approaches to inspiring and driving solutions across their schools.

Those involved in the programme reported that the opportunities provided to learn, collaborate and share examples of effective and relevant practice has given them the inspiration, motivation and direction to develop their own strategies to implement change across their MATs.

We asked four critical questions across the two days to help shape our insight. A summary of responses can be seen below:

What are the biggest barriers to a MAT using PE, school sport and physical activity (PESSPA) to address wellbeing challenges?

What outcomes could be delivered by using PESSPA as a driver for wellbeing and personal development?

What and who are the key contributors to wellbeing and personal development in a MAT?

What knowledge, skills and understanding does a strategic lead for wellbeing and personal development need?

A summary of responses can be seen here www.youthsporttrust.org/MAT4Q



NEXT STEPS

Through the insight and feedback gained from our pioneering delegates, we hope to stimulate a broader movement of such roles driving forward these agendas across the education sector. Our initial cohort will continue to be involved in further training and collaboration, sharing learning and practice from their specific journeys. They will also help us to consider how best to extend and develop our support, training and provision to enable more MATs, and other collaborations of school, to benefit from similar development opportunities in the future.

Thanks to the MATs involved in the pilot programme, who are:

- CAM
- Vale Academy Trust
- Pontefract Academy Trust
- Star Academies
- The Rivers CE Academy Trust
- Aspire Academy Trust
- Cabot Learning Federation
- Greenwood Academies Trust
- Dean Trust
- Learning Link Academy Trust
- Oasis Community Learning
- REAch2
- Healthy Learning Trust
- Windsor Academies Trust
- Bright Futures Education Trust

We are currently working with Multi Academy Trusts across the country, supporting them to put wellbeing and personal development at the heart of what they do, through the vehicle of PE and school sport.

We can support with:

- Creating a MAT-wide vision and action plan for PE and school sport
- Development of a MAT-wide quality assessment and baseline for needs through our YST Quality Mark
- Up-skilling staff through high quality PE and school sport CPD
- Support to review and develop curriculum PE
- Training and resources to drive personal development and life skills through PE and school sport
- Improved physical and mental wellbeing through our programmes, resources and training.



To find out how we can support your schools to put PE, school sport, personal development and wellbeing at the heart of your MAT, contact ruth.mann@youthsporttrust.org

Moving to the next stage – keeping competition inspiring, accessible and meaningful

In this article, YST's **Emily Reynolds, Head of Sport** and **Will Roberts, Director of Operations**, talk 'Going to big school'. It's a moment that most people can look back on and remember – some of us fondly, and others with fear.



Going to big school is that point in your education where you leave primary/middle school as a big fish and become a small fish in a big pond.

This transition of 'preparing for the next stage' is a crucial point in both the retention and engagement of young people in positive experiences of play, PE and sport. These positive experiences are fundamental to the ambition of the YST mission for every child.

Initial findings from an insight gathering exercise over the summer term (2019), where to date 100 young people have been asked to reflect on their experience of transition and competition, have revealed stark reflections on the impact of this transition. When specifically asked about engagement in PE and sport, young people reflected on the volume and nature of the experiences they accessed in primary school to represent their school, and in some cases their house team, with many referencing the blend of both festival and competition style experiences, and a smaller focus on the result than they faced in secondary school.

"We have lots of sports competitions against other schools" (Yr.5)

"We have a mixture of festivals and competitions" (Yr.5)

"It (primary) was more fun

because it was less competitive and more enjoyable" (Yr.8)

"Fun but not competitive. No one cared about the time or score you got" (Yr.8)

When we compare this to young people's response to being asked 'what do you think about competition in secondary school' the tone shifts significantly:

"There are more challenges, it becomes more difficult and competitive" (Yr.10)

"More competitive and harder to join teams" (Yr.10)

"Great but I don't participate a lot" (Yr.10)

"Very challenging" (Yr.10)

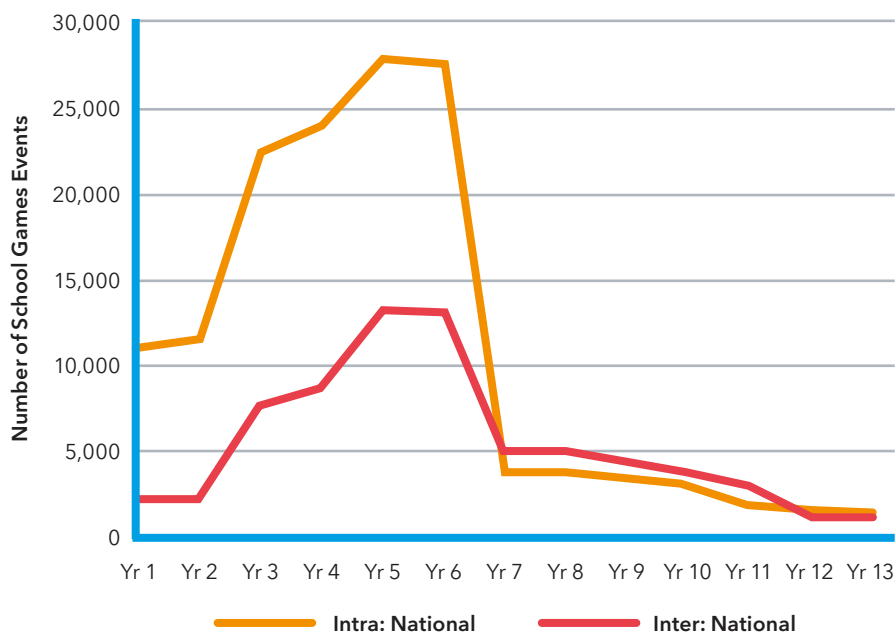
So, not only is there a significant shift in the volume of opportunities available, but they become more exclusive with an emphasis on selection, and the outcome of the fixture becomes more important. The references to fun and enjoyment are lost. The tone of the young people's voices has changed. Fewer young people are able to take part and crucially, feel attracted to or welcome to take part.

Through our role in the development and delivery of the 'School Games' in England, YST has been investigating the participation data trends as we have reviewed the research.



This has highlighted a dramatic drop-off in the provision of opportunities for young people to represent a team, house or their school as they enter secondary school. This then continues to decline throughout this phase of education. Thanks in part to the Primary PE and School Sport Premium, more and more young people leaving primary school have experienced, and therefore are expecting, a thriving and relevant competition offer.

While the drop-off is not a new phenomenon, with the 2009-10 School Sport Survey Data also highlighting the drop off between primary and secondary, this continued trend reinforces the point that it is 'time to act'.



The new Ofsted Education Inspection Framework has provided an enhanced platform for PE and school sport to position itself as a positive vehicle to contribute to the Personal Development aspect of the framework (see page 6-7), challenging practitioners to consider the intention of the enrichment and competition provision for the majority not minority.

Our recent research asked young people to reflect on their experiences when transitioning to secondary school, highlighting the following challenges – finding and developing new friendships, remembering what to bring and where to go, learning how to cope with timetable structure and coping with the intensity of the day.

“Not being comfortable around people that we don't know for a couple of weeks, as well as education. Getting used to boys that are larger and taller in Year 11” (Yr.8)

“Losing all my friends as they went to other schools. Also meeting new teachers” (Yr.8)

“Moving to a boys' school because I did have friends who were girls, so it was very hard” (Yr.8)

“Getting used to things and knowing I have to become more responsible and independent” (Yr.9)

“Building friendships again. Fitting into something new” (Yr.9)

The recent report released by the Youth Sport Trust (Alternative Competition Formats, 2018), highlighted for girls that behaviours such as cheating, fighting and arguing often act as a deterrent to their enjoyment of competition. With this in mind, it is important that secondary schools consider the motivation, competence, and confidence of all pupils to design and deliver an inspiring, accessible and meaningful enrichment and extra-curricular PE and sport offer.

The report identified eight themes which competition deliverers have used when implementing variations to competition that can help achieve wider outcomes:

- 1: Widening the competition environment to develop character and life skills
- 2: Adapting the scoring to develop different sport skills
- 3: Adding fun elements to engage new audiences
- 4: Widening the competition environment to develop health
- 5: Adapting the format to increase motivation

6: Considering age or maturity levels to support fair competition and foster social connections

7: Using technology to develop physical skills

8: Adapting the competition environment to support individual development in sport.

With this in mind, it is important schools are able to ask and respond to the following questions:

- How does your intra/inter-school competition provision intentionally support young people to build new friendships, foster a sense of belonging and develop their organisation?
- Do you know which children have represented their school in sport when at primary school? If yes, how can you continue to provide opportunities for them to represent when they arrive at secondary?
- What format of competition did young people experience in primary school, and how could this be used as they enter Year 7?



Support available:

- Reframing Competition interactive resource www.yourschoolgames.com/reframing-competition/aac
- YST Membership – Power of Enrichment online and Competition workshop

Government's new School Sport and Activity Action Plan

Ahead of the summer holidays, three government departments outlined a new plan for school sport and tackling inactivity. With a further update promised later this year, here's our guide to what you need to know and what happens next.

After almost a year in development, the government's School Sport and Activity Action Plan was published in July. The Department for Education (DfE), Department of Health and Social Care (DHSC) and Department for Digital, Culture, Media and Sport (DCMS) pledged to work together to make sport and exercise an integral part of pupils' daily routine and increase the amount of time children spend being active, boosting their physical health, mental wellbeing, character and resilience.

It comes at a time when Sport England's Active Lives research shows that more than 80% of young people are not meeting the Chief Medical Officer's recommended on average 60 active minutes every day. YST's own research has shown that most people are unaware of these guidelines and that in recent years curriculum time for PE has been reduced in many schools.

GOVERNMENT'S AMBITION

The government set out three overarching ambitions that it wants its plan to deliver:

1. All children and young people take part in at least 60 minutes of physical activity every day.
2. Children and young people have the opportunity to realise developmental, character-building experiences through sport, competition and active pursuits.
3. All sport and physical activity provision for children and young people is designed around the principles of physical literacy, focuses on fun and enjoyment and aims to reach the least active.

These aims were reinforced by new **Prime Minister Boris Johnson** over the summer. In a letter to YST and partners he said:

00

I am happy to reassure you that tackling any sort of decline in young people's overall wellbeing will be a key pillar in my programme for government. It is our responsibility to provide an environment where children and young people can be actively engaged in sport and physical competitions so that children feel engaged in the sport they love. I can also clarify that any government I lead will seek to reduce childhood obesity and increase the amount of physical activities that our children are exposed to."



WHAT'S IN THE PLAN

The outline plan sets out a range of new measures which aim to strengthen the role of sport within a young person's daily routine, explain how teachers and parents can play their part and promote a joined-up approach to physical activity and mental wellbeing.

Some of the key announcements included:

- A £2 million investment from Sport England to create 400 new after-school satellite clubs to get more young people in disadvantaged areas active.
- £2.5m from DfE in 2019-20 to deliver extra training for PE teachers, help schools open their facilities at weekends and holidays, and expand sports volunteering programmes.
- A commitment to strengthen the School Games, and get schools and sports clubs to work together to share their facilities and expertise so that more pupils access character-building competitive sport and volunteering opportunities. This will include a focus on ensuring boys and girls have an equal and coordinated offer of sport, competition and activity, including modern PE lessons and access to high-quality clubs and competitions after school and during weekends and holidays.
- Acknowledgement that the new inspection framework, developed between Ofsted and DfE, will see schools expected to provide children with a broad, balanced education, including opportunities to get active during the school day and through extra-curricular activities.
- A series of regional pilots running from September 2020 to trial innovative approaches to getting more young people active – particularly less active groups such as girls and those from disadvantaged backgrounds. This will be joint-funded by DCMS and DfE, through Sport England.
- Drawing upon the success of This Girl Can, a new Netflix-style library of workout videos to be developed for use in schools and PE lessons.

The plan references the £1billion government has invested in the Primary PE and Sport Premium but does not give any commitment to the future of this funding after this academic year. It is expected that this will follow after a government spending review.

NEXT STEPS

YST convened a joint response to the plan from across the sport sector, bringing together 40 leading sport charities and governing bodies. Like us, many of these organisations had supported government with the plan's development.

In a joint statement we welcomed its intentions and the joint work between three departments. We added: **"The success of the School Sport and Activity Action Plan will ultimately hinge on how it is resourced and delivered and to achieve significant change it will require improved support for school sport in the government's next spending review."**

With the recent changeover in government, we have been working to keep up the momentum on this agenda and ensure PE and school sport are on the radar of the new Prime Minister and his Cabinet.

In September we will be working with leading sports organisations to develop proposals for transforming this initial outline into a long-term, joined up plan of action which will deliver on its ambitions.

We have invited ministers and civil servants to attend this summit. A further update from government has been promised for later this year.



You can read the government's full outline School Sport and Activity Action Plan here:
www.gov.uk/government/publications/school-sport-and-activity-action-plan

Sport England Secondary Teacher Training

This opportunity is available to all state-secondary schools across the country. The project aims to transform PE, here we give an example of how it has been implemented and tell you how to get involved.

In 2018, Sport England announced £13.5 million of National Lottery funding to provide training for secondary school teachers to support them in tackling the decline in physical activity, through providing a PE offer that is relevant to all young people, and will help them to stay active for life. Working alongside the Association for Physical Education and Activity Alliance, YST is contributing significantly to this exciting opportunity.

For many years, secondary PE teachers have been frustrated by funding cuts, a lack of financial investment and examination reforms – which have contributed to secondary school PE departments losing curriculum time and finding their subject low on the wider school agenda.

This is a very timely opportunity for PE specialists within the secondary sector and a significant investment to help tackle the issues being faced in our schools – the first financial investment of its kind in over ten years.

Rationale: Why is this investment being used within secondary PE?

In 2015, Sport England conducted a survey of students aged 14-19 years-old and discovered a staggering 19% of students "Disliked or hated PE at school" and fewer than half of students surveyed viewed PE positively. 20% of boys met the CMO guidelines for more than

60 minutes of activity every day compared to 14% of girls – aged 5-16 years. (Sport England. (2018). Active lives - Children and young people survey. (December), 1-34.)

It is also important to recognise there are students within our schools who have a great PE experience and participate beyond the recommended levels, but are there things we can adapt to increase participation, particularly within our 'hard-to-reach' groups?

This Sport England investment is aimed at secondary PE teachers and school leaders to help foster a more positive attitude towards PE and to make an impact on activity habits. It is important to note this funding is not available to re-write a school's taught curriculum but is providing specialist training and support to further develop or enhance good practice and re-define the relevance of the subject. Training is also given to PE teachers to support them in advocating the value of their subject across the wider school. For example, supporting mental wellbeing and helping to re-engage disengaged groups of pupils.

HOW DOES THE PROGRAMME WORK?

In May 2018, Sport England identified 42 pilot schools to trial a 'bottom-up' approach, giving schools autonomy to select what their individual needs were and what training and support could be implemented to address these. Each school was supported by consultants with substantial experience of working

with schools and able to influence at a senior leadership level.

During the 2018-19 academic year, 40 Teaching School Alliances were chosen to work in a similar way but with a group of schools across their alliance.

As of September 2019, any school can apply to lead a project and can work with any schools not previously involved. We see this as an exciting opportunity to re-establish some of the effective collaboration within our School Sport Partnerships and continue the valuable whole school work that was carried out by the sports colleges movement.



Blue - 42 pilot schools

Yellow - 28 Lead schools/TSAs phase one from November 2018

Red - 26 Lead schools/TSAs phase two from February 2019

Green - 26 Lead schools/TSAs phase three from June 2019



This programme is available to all mainstream secondary schools. Each term 50-75 projects will be started with the aim of giving all schools the opportunity to get involved by 2021. To register your interest in being involved or leading a project, please contact: sportengland.teachertrainingscheme@sportengland.org

Pilot case study: By **Tom Ratcliffe**, Senior Leader for PE and Head of Year 9 and **Tom Hind** Assistant Headteacher – Inclusion and Behaviour



Tom Hind **Tom Ratcliffe**

HEATH PARK SCHOOL, WOLVERHAMPTON

Heath Park School is a well-established and highly successful inner-city, ethnically diverse community school that has been part of the YST membership since 2016.

INTENDED OUTCOMES

1. Improve perceptions of PE
2. Prove correlation between sport and academic performance
3. Improved physical, mental and social health of students
4. Reduce behaviour incidents with increased physical activity.

RESEARCH ACTIVITY

Year 11 pupils were divided into one of the following 'personality' groups based on key traits from Sport England's 'Youth Personalities':

- **Cautious Introverts:** students who don't like PE and often try to avoid lessons. Never attend extra-curricular clubs or participate outside of school.
- **Confident Intellectuals:** students who don't enjoy PE much but take part in PE lessons. They don't attend extra-curricular clubs or participate outside of school.
- **Ambitious Self-starters:** enjoy PE lessons. Attend extra-curricular clubs and might represent school teams, but not involved outside school.
- **Sports Enthusiasts:** these are our students who eat, sleep and breathe PE and sport. They love PE lessons, attend extra-curricular clubs, represent school teams and play sport outside of school.

IMPACT

GCSE results were then matched to the personality groups. The results were as follows:

Personality	Average Progress 8 Score	Number of Students
Cautious Introverts	-0.69	28
Confident Intellectuals	0.39	71
Ambitious Self-starters	0.77	40
Sport Enthusiasts	1.1	17

Based on the above research, the same categorisation was applied to Year 9 students to design cohort-specific interventions and all Year 9 students completed a PE 'attitude questionnaire' as part of their PSHE sessions.

KEY ACTIONS

Complete review of curriculum PE – results showed that most Year 9 students enjoyed their PE lessons and the wide variety of activities offered was the main contributing factor. The students who didn't enjoy PE stated that the competitive nature and the feeling of "letting their team down" were the main contributing factors. As a result, the department introduced:

PE CPD SESSIONS

PE staff led CPD sessions with new staff on the power of active learning. Staff were given a host of resources and lesson ideas to try.

YEAR 9 INTERVENTIONS

Sessions were designed for boys and girls in the Cautious Introverts and Sports Enthusiasts groups to be delivered by ex-student Daryl Chambers, CEO of Inpower Academy.

The programme focussed on the benefits of physical activity, developing resilience and transferring skills into other areas of the curriculum, thereby reducing negative behaviour. This included workshops focusing on breathing exercises, nutrition, discipline and controlling emotions.

RESULTS

- 80% of targeted students reached a goal of 25% increased physical activity and attended a camp (aimed at developing communication, team work, resilience and independence)
- During the two and a half day camp, students took part in over 15 hours of physical activity
- Behaviour improvement, the female students (Sports Enthusiasts) reduced their negative behaviour points by an average of 69% within 10 weeks.

➤ For more information regarding how the Youth Sport Trust can support you with this project, please contact: alison.sturla@youthsporttrust.org

How you can get involved in our 25th anniversary year

Abi Battisto, YST Fundraising Campaign Manager, talks about how we are extremely proud to say in 2020 YST will be in our 25th year of supporting children across the globe using the power of sport and play to enhance their health and happiness.



But that's not all! 2020 is going to be even more special for YST as it is also the year that our mental health ambassador Ben Smith takes on the mammoth 18,500-mile USA 2020 Challenge. In his endeavour to run a marathon in each of the 50 states and cycle in between in only 104 days! Ben is searching for schools across the country to get behind him on his journey and show him support every step of the way.

During the epic challenge Ben is aiming to raise £1 million to support the work of the Youth Sport Trust and 401 Foundation using physical activity to improve young people's mental health and wellbeing, helping them to 'find their happy'.

Ben and YST have teamed up and designed a bespoke USA 2020 – Journey to Wellbeing educational resource especially for schools to use in the lead up to, and during, Ben's epic challenge. The education resources are shaped around the Five Ways to Wellbeing and will give your school activities, ideas and tools to use to enhance your wellbeing programme.

Primary and secondary schools will be challenged to go on a wellbeing journey, aligned to Ben's own journey, which delivers a lasting positive impact on their wellbeing and their understanding of it. It will create opportunities to empower young people to take a lead in improving wellbeing for themselves, their class, their school and beyond.

These resources can be used year on year, creating a legacy that will help millions of children across the country.

HOW CAN YOU GET INVOLVED?

To reach the £1 million fundraising target we are looking for 4,001 schools to raise £401 and beyond.

Every school that registers will receive a free USA 2020 fundraising pack and a Journey to Wellbeing planning toolkit. The fundraising pack will include resources and ideas to help organise fundraising activities to support Ben's USA 2020 Challenge. The Journey to Wellbeing planning toolkit will help schools to develop a wellbeing action plan.

As schools progress through their fundraising, they will unlock and receive resources to deliver the wider Journey to Wellbeing programme. These will cover all Five of the Ways to Wellbeing; Be Active, Connect, Give Back, Take Notice and Learn. It will support teachers and students to use the inspiration of Ben's challenge to engage the wider school in a Journey to Wellbeing.

Alongside this your school will receive USA 2020 wristbands, opportunities to win unique prizes and insights from Ben and students from across the USA.

Schools and individual classes will be encouraged to establish their designated USA 2020 fundraising page that will enable pupils to track their own, and their peers, fundraising progress.

There will even be the opportunity to work with schools across your county to identify the top fundraising region! With additional prizes to be won!

To sign up and create your unique fundraising page and start your Journey to Wellbeing visit www.the401challenge.co.uk

WHAT WE KNOW SCHOOLS ARE ALREADY PLANNING

Building on from the launch of the partnership with Ben and his 401 team, as part of National School Sport Week, we have over 500 schools signed up to support the USA 2020 Challenge and his fundraising ambitions.

For Vincent Brittain at Inspire+ and over 50 schools across South West Lincolnshire that his charity supports, the plan is to embrace USA 2020 and the inspiration of Ben's endeavours as the catalyst for their fundraising and work around wellbeing.

"Ben has been a strong supporter of our work and this seems a perfect opportunity to dovetail the USA 2020 challenge and Journey to Wellbeing programme into our plans for this year. I am excited to see what our schools are capable of achieving."

ARE THERE OTHER WAYS TO FUNDRAISE FOR YST?

YES! YST want to put the FUN in fundraising and bring schools and communities together through the power of sport and play. To do this we are encouraging our member schools to adopt YST as their chosen charity in this special anniversary year and raise those all-important funds that we need to continue to have a positive impact on young people's lives.

Whether its fun runs, raffles, or non-uniform days we want you to fly the fundraising flag for the YST, you can join #TribeYST and help us to make this a 25th anniversary to remember! You can even make a difference while you shop online through Amazon Smile. We have lots of ways you can fundraise, a whole host of resources on our website www.youthsporttrust.org/fundraising and our dedicated team are always on hand to help you with your fundraising activities.

We are currently recruiting volunteers to take on the challenge of a lifetime – The London Marathon. So, why not consider joining #TribeYST. When you join our tribe, we will make sure you have all the support needed for the greatest marathon experience. You will receive:

- Your own YST running vest to wear proudly on your 26.2 mile stretch
- Fundraising resources and support throughout your experience
- Your story on our website to promote your amazing journey
- The best cheer squad you could ever ask for at cheer stations along the route
- An invitation to our annual awards evening in February
- Expert knowledge and training support from YST Athlete Mentors
- A homecoming reception to celebrate your incredible achievement.

Manchester Half Marathon

Sunday 13 October 2019

Well known flat and fast half marathon, perfect for your first half marathon as well as suiting experienced runners looking for a PB!

Edinburgh Marathon - Edinburgh Running Festival

Sunday 24 May 2020

Take on the second largest marathon in the UK, taking place over May bank holiday weekend 2020. Whilst enjoying some of Edinburgh's most iconic landmarks!

Hampton Court Palace Half Marathon - Surrey

Sunday 15 March 2020

Take on the only half marathon to start and finish at a historic royal palace!

Tatton Park 10K - Cheshire

Saturday 2 November 2019

Take on a 10K in one of the most scenic 10K venues in the UK.

Go to

[www.youthsporttrust.org/
challenge-events](http://www.youthsporttrust.org/challenge-events) to sign
up and join #TribeYST



> To be a part of #TribeYST head over to www.youthsporttrust.org/london-marathon-2020 and sign up today!



OUR PRICE
£685 (incl VAT)

MULTI SPORT WHEELCHAIR

Designed with versatility in mind, the Multi Sport Wheelchair allows schools and clubs to access affordable, high quality equipment for truly inclusive PE and school sport. It allows all young people to participate in wheelchair sports such as basketball, badminton and tennis.

FEATURES

- Manufactured in Britain. Easy access to maintenance support
- Lightweight at 10.5kg
- Seat widths of 12", 14", 16" and 18" available
- Comfortable padded seat with seat belt
- Adjustable canvas backrest
- Stylish green (12"), red (14"), white (16") or blue (18") coloured frame
- Robust quick release 24" wheels
- Adjustable footrest with straps
- 12st maximum user weight

"The wheelchairs have been a huge hit with the schools and pupils alike and have had a positive impact across the schools, mainly due to the increased provision of inclusive activities."

Angela Miles - Sport Pembrokeshire
 (for 7 school sites)

VISIT

www.youthsporttrust.org/rma



YOUTH
SPORT
TRUST



Use Complete P.E. to support pupils' Health and Wellbeing

Physical and mental health are intrinsically linked. When pupils are physically active, it has a positive impact on their mental health and wellbeing.

Pupils who are physically active are:

- Better at dealing with stress and have higher levels of self-esteem
- More relaxed, calm and have better concentration

How can Complete P.E. support the wellbeing for all of your pupils?

- Complete P.E. will ensure teachers are better equipped to deliver high quality PE lessons where pupils are engaged in sustained periods of vigorous physical activity, driving the positive benefits outlined above.
- Complete P.E. will help teachers deliver lessons where the pace of learning is rapid so pupils make sustained progress, which ensures that pupils' self-esteem is increased as they thrive in their learning.

For more information on how Complete P.E. can support pupils' health and wellbeing visit www.completeperesource.com

Monitor and track pupils' physical activity levels using our built in assessment tool

Produce data to support the impact that increasing physical activity will make

In partnership with the Youth Sport Trust

Identify pupils that need access to further physical activity opportunities

Access over 450 suggested sequences of learning

YST TOP PE



A comprehensive solution to high quality Physical Education in primary schools

CHAMPIONING INSIGHT

Five steps to a successful programme

YST has a dedicated Research and Insight (R&I) team who conduct evaluation and research across our sector. They deliver bespoke, high-quality research and insight to influence policy and practice affecting the wellbeing of children and young people.

One of the most important aspects of our work is to help develop and optimise what we do by taking learnings from our research programmes and sharing these across YST networks. As a result of the research we conducted last year, we identified over 130 recommendations which were summarised into key themes. This learning then feeds into all areas of the YST, including operations, innovation, programme development, implementation and communications. The following tips are particularly pertinent for schools running our programmes. These will support schools to effectively implement programmes, help to maximise impact on young people and support sustainability.

1. RECRUIT THE RIGHT PEOPLE

Carefully consider which young people you select to be beneficiaries of the programme as well as the individuals you select to support the delivery, including staff members and/or peer leaders.

Ask yourselves the following questions:

- How much difference will being involved with this programme make for them?
- How relatable are they to the target audience?
- Will they be successful role models?
- Are they able to motivate and inspire others around them?
- Will they commit fully to the programme? (e.g. are they likely to have exam pressures or other commitments that will affect how involved they can be?)

2. CONSULT – FOCUS ON WHAT YOUNG PEOPLE ACTUALLY WANT

Consult with young people regularly throughout the programme. Find out what they are interested in, what motivates them and what their barriers or challenges are. This will ensure that the programme considers matters that are of value to them which will increase their engagement with the programme. Knowing what young people want and need will motivate them and help to identify additional opportunities for young people's personal development.

3. GET THE WHOLE SCHOOL INVOLVED

Tell everyone! Staff and Senior Leadership Team commitment helps to raise awareness of the programme, impacts on the wider school ethos and can help to support sustainability.

4. TIME THE PROGRAMME RIGHT

Follow the schedule and timings advised. Start the programme as early in the school year as possible, don't leave it to the summer term as often other priorities get in the way. If training is involved, start delivery immediately afterwards to maintain momentum.

5. ENGAGE PARENTS AND FAMILIES

Evidence shows that parental involvement is important to enhance young people's outcomes. Parents are key influencers especially if they are active themselves. Family involvement and support has been positively associated with academic achievement overall, specifically in maths and reading and for increasing attainment. Provide a communication pathway with parents, families and guardians to support participation.

This insight was developed through the research and evaluation work conducted across 21 programmes during the 2017/18 academic year.

For every programme you are involved with, it is so important that we have your support for its evaluation, not only to measure the impact of the programme for young people, but also to identify areas for improvement and development.



For more information about YST Research visit www.youthsporttrust.org/research

Personal membership – free for members and student teachers

Sara Harnett, YST Development Manager, explains how Personal Membership is free for school members and ITT students. She asks do you know what it is, are you using it, and do you have trainee's this year that could benefit?



We have an exciting year lined up for you as a Personal Member. As part of your current YST membership package, you have one, three or five Personal Memberships included depending on your level. We have also made it available to student teachers for free, so if you have trainees, are a teaching school or a SCITT then we'd love for you to point your ITT students to our website to get them signed up. As a school member, you will need to activate your membership to be able to reap all the fantastic benefits which include:

- Monthly e-newsletters – tips, ideas, thoughts and updates from the world of PE, school sport, physical activity and wellbeing
- YST talks – from webinars to podcasts
- Teach Meets – virtual or face-to-face
- Online forum – opportunity to share with fellow practitioners and YST staff
- Discounts and incentives – updated throughout the year dependent on your needs.

Teachers and young people's decline in wellbeing is often talked about in the media and we find comes up in a lot of our conversations. With this in mind, we have made the 'Five Ways to Wellbeing' a focus in your membership.

What we doing for you and your young people in terms of the Five Ways to Wellbeing?

BE ACTIVE

- Working with partners to give you discounts to enable you to be active



- Active 30 suggestions
- Chair yoga videos.

CONNECT

- Through the forum you can connect to fellow practitioners and share ideas, resources, successes and failures
- By attending Teach Meets, either virtually or physically, you will be able to connect and further your learning
- Our newsletters will connect you to all the latest updates, work, resources and thought-leadership from the field.



GIVE BACK

- We will share ideas of how you can fundraise for us, your school, community project or chosen charity
- You will be among the first to know about fundraising opportunities with YST
- You will have the opportunity to give back to the membership community by hosting a Teach Meet or headlining your own 'forum hour' on your chosen topic.



TAKE NOTICE

- Podcasts
- Updates from political landscape, research field and thought leaders
- Reflection pieces to support you in transforming and energising your current practice.



KEEP LEARNING

- We will share insight from our programmes and work that we think may influence your practice
- Keep you up to date with advancements in sport, PE, physical activity and personal development
- Share best practice with fellow practitioners



So, all of the above, and more (we're keeping some surprises under our hats) for free as part of your school membership and free for any trainees you work with or know.

All that's left for you to do is activate it. As part of your school membership activation email you'll receive a link to enable you to become a Personal Member and then you're in.

For your trainee teachers, they need to head to our website, search for personal membership and click sign up – as easy as that.

If you would like your colleagues to have a Personal Membership but have used up your allocation, pop onto the store on your membership dashboard to purchase extras. Alternatively, you can opt to upgrade your school membership level.

We hope you find the Personal Membership to be an invaluable tool for development, connecting to the wider industry and wellbeing. We look forward to welcoming you back into the membership network for 2019/20.



For more information visit www.youthsporttrust.org/personal-membership

Membership Spotlight

Lucie Fenton, YST Membership Marketing Officer outlines some of the highlights of what's new for membership this term.



YST QUALITY MARK

This year we launch our new Quality Mark platform. This process has been updated to reflect the recent changes to the Ofsted EIF document; including how your school/PE department actively contributes to student's personal development. Our Quality Mark allows your school to benchmark PE, school sport and physical activity provision against a series of questions. A YST Quality Mark lasts for one year but can be resubmitted by a school throughout this time, to reflect ongoing developments a school has made. More information at www.youthsporttrust.org/qm

"As a school who values PE and school sport, Youth Sport Trust (YST) membership is an essential element to our continued development. We have used the YST online tool for several years. Initially achieving the Silver award we were able to use the process to influence and guide our PE and school sport action plan. After a positive process of development, the application was resubmitted for the Gold award. Following submission, our local YST Development Manager completed a validation visit at our school. This only added further benefit to the department. Highlighting our strengths, how we are using PE and school sport to impact on whole school priorities and enhancing how PE in school sport is valued by our Senior Leadership Team and governing body. That said, we are always striving to improve, and the detailed validation report we received, along with follow up support by our development manager has and will continue to help shape and support further developments at our academy."

Chris Johnson, PE Teacher, Sparken Hill Academy, Nottinghamshire

SECONDARY CPD

We want to help you transform Secondary PE for the next generation.

Our upcoming CPD events explore the changing education landscape including the new Ofsted Education Inspection Framework and the crucial role that physical education plays in whole school improvement.

Join us and physical education colleagues from a range of schools at one of our autumn term twilight sessions.

www.youthsporttrust.org/secondary-cpd

BESPOKE CLUSTER OFFER

Membership provision for clusters of schools (including Multi Academy Trusts, School Sport Partnerships or other groups) can be created to meet the individual needs of each network. Bespoke package content may be put together, made up of a range of YST products, services and solutions. Through our team of Development Managers we build an individual relationship with each network of schools, providing the necessary support to create the perfect membership. For more information about cluster working, go to www.youthsporttrust.org/cluster-working

OFSTED VISIT

Following our article about Ofsted inspections in the last issue of INSPIRE (p6-7), we outlined how PE and school sport can contribute to the new framework. We are delighted that two of our member schools have been commended on their PESSPA offer and explicitly mention its contribution to whole school improvements. Join us in congratulating Clavering Primary School (Cleveland) and Abbey School (South Yorkshire) on their successful inspections. If you have a similar experience, then please share with us to include in future editions of the magazine by emailing membership@youthsporttrust.org

MEMBERSHIP DASHBOARD

To access your 2019/20 YST member benefits please visit the YST website and click on the login button in the top right hand corner of the screen. From here you will be taken to the membership portal, if you have a login already please use it here to be taken to your personalised dashboard. If you are new to the site then please just follow the sign up process on screen to create a login and password.

Any questions about this or any part of your YST membership please contact membership@youthsporttrust.org or call 01509 226688.

YST PERSONAL MEMBERSHIP

Activate now as part of your school membership

To activate follow these easy steps:

- 1 Go to www.youthsporttrust.org and login using the button top right of the screen
- 2 Go to your school membership dashboard
- 3 Click on the personal membership tile
- 4 Click 'add to cart'
- 5 Follow the instructions on screen.

By activating you will have access to:

- Monthly e-newsletters
- An online forum
- Teach meets
- YST talks
- Benefits and discounts

Trainee teachers can activate their free YST Personal Membership through the website – www.youthsporttrust.org/personal-membership

Contact our team for further information on membership@youthsporttrust.org



To realise the inside go outside

Bring out the best in your students with a PGL adventure course.

Courses for KS2 (P4-P7)

- **Multi-Activity** – over 50 adventure activities at 16 residential centres in the UK
- **UK Explorer** – activities and excursion-based trips
- **Primary to Secondary Transition** – building confidence to deal with change
- **Discover More** – activity and subject-based courses
- **French Language and Culture in northern France**

Courses for KS3-5 (S1-S6)

- **Multi-Activity** – fun and challenging activities at 16 residential centres in the UK
- **Year Group Bonding** – build confidence through adventure
- **Revision Weekends** – study complemented by adventure activities
- **Sports Weekends** – netball tournaments and football coaching
- **Field Studies & Study Courses** – curriculum-based outdoor learning
- **French Language and Culture in northern France**
- **Watersports and Adventure in southern France**
- **Skiing and Snowboarding in Europe**

0333 321 2106

www.pgl.co.uk

schools@pgl.co.uk



REMOVING BARRIERS TO SPORT

European School Sport Day – Connect with schools across Europe for a day of activity

Helen Vost, Managing Director of YST International

Friday 27 September marks the fifth anniversary of European School Sport Day or ESSD, a day where schools across Europe unite to get active for at least 120 minutes. ESSD is supported by the European Commission and is the biggest event of the European Week of Sport. YST International is one of the supporting organising partners and it also links to YST National School Sport Week.



First established in 2015 and piloted in three countries, ESSD has grown in popularity year on year. In 2018, millions of children, young people, schools and sporting organisations across 30 countries in Europe were inspired to take part. It is led by the Hungarian School Sport Federation and was originally based on their experience of running a School Sports Day initiative in Hungary.

The need for both ESSD and NSSW has never been more compelling. Research shows:

- A third of children in England are currently doing fewer than 30 minutes of physical activity a day (Sport England's Active Lives Children and Young People Survey)
- 42% of people in Europe worryingly never exercise or play sport and 600,000 people die each year due to reduced physical activity (Eurobarometer, 2014)
- Physical inactivity is estimated to cost 300€ per inhabitant per year in Europe, producing a loss of 152 billion Euros annually (WHO, Europe 2014)
- 19% of adolescents reach the World Health Organisation's recommended physical activity levels.

ESSD has five objectives:

- To raise the profile of sport in schools
- To create fun and enjoyment through physical activity for young people
- To promote health and wellbeing for lifelong learning

- To encourage social inclusion and develop social competence amongst students
- To connect with other European countries.

Youth Sport Trust International have been involved in ESSD from the outset because of the Youth Sport Trust's long experience of organising NSSW in the UK. We developed the first toolkit for schools, outlining everything they needed to do to take part. We have also created a sponsorship handbook to support ESSD co-ordinators to secure additional funding in their countries.

As NSSW has been established in the summer term of the school calendar for over ten years, we took the decision not to move it to coincide with ESSD but NSSW is recognised as an associated event and there is a special logo to recognise this. Moreover, all schools in the UK are eligible and encouraged to register for ESSD as well and organise 120 minutes of physical activity on 27 September.

If you would like to register for ESSD, go to www.essd.eu or for further information contact info@essd.eu



For further information about the work of Youth Sport Trust International please contact international@youthsporttrust.org

Headteachers' Thoughts – "Our Common Language"

Martin McLeman has been Headteacher of Queen Elizabeth's School, Wimborne Minster, Dorset for six years. Queen Elizabeth's was a Specialist Sports College, is a YST Ambassador School and Martin has been a YST Headteacher Ambassador (HTA) for the past four years. Martin is continuing his association with YST as a Lead HTA. Here he reflects on the common language we all share.



Being born in the North East of England isn't a guaranteed lifelong commitment to sport and music but it's a good start. Sport figured prominently throughout my childhood with cricket and rugby the staple diet for participation and football for spectating. The North-East is also an incredible breeding ground for some of England's greatest contemporary musicians. The language of sport and music is never far away.

Stepping down as headteacher has given me the opportunity to reflect and identify common strands of thought and experience that have characterised my career and those of the staff I've worked with: The Language of Sport, The Language of Music and the hope to see the next generation flourish.

This summer's Women's World Cup, Cricket World Cup, and Glastonbury are a few of the events that speak directly to me and millions of others. The language of sport was beautifully embodied when David Beckham and Baroness Sue Campbell high-fived each other after the third goal against Norway. No words were necessary to describe the unwritten truths the language of sport provides. The smiles, tears, joy, feeling of accomplishment, physicality of movement and elation of spirit are a few of the elements of how the language of sport enriches lives.

The language of music brings a similar level of heightened awareness of our humanity each day. Music transcends

culture, age, gender, origin and status. It speaks a multitude of languages and has the same power of sport to enrich, uplift, provide meaning and joy to all. Combine the two and you have the perfect foundation for education for life.

The third strand is commitment of our profession to hope. We look for the development, growth and flourishing of young people. Our hopes for children may differ between generations but fundamentally are about individuals becoming aware of themselves, their uniqueness and individuality and showing how they can contribute to and participate in society. As in the words of Wittgenstein, "knowing how to go on". It is this language of hope and future that has enriched my experiences in Leicestershire, Tyneside, Gloucestershire and Dorset. I have been privileged throughout my career to work with colleagues who speak the language of sport, music and hope. These include headteachers from the Dorset Headteachers Alliance for PE and School Sport, which I have been privileged to chair, most recently working closely with Public Health, planning for the future.

I am so grateful and proud to continue working with YST as a Lead HTA, I'm delighted the team are already planning an exciting programme of activities and support for next year. The HTA programme is integral to YST's mission, vision and values and aims to ensure HTAs are highly-valued and contribute to the activities of YST.

We will be looking to grow, develop and strengthen the network. We want to ensure that the language of sport supports your work of advocacy and highlights the need to give young people opportunities to build amazing futures.

With a recently launched YST National Curriculum blueprint for Physical Education; a new Ofsted Education Inspection Framework, a new Health Curriculum in 2020 and the cross government departmental School Sport Activity Action Plan we are hosting autumn term regional networking events to update HTAs on these key developments. If you have not yet booked your free place please contact headteacherambassadors@youthsporttrust.org

Autumn term regional networking venues:

24 September - Wyboston Lakes

1 October - Durham

2 October - Coventry

8 October - Taunton

9 October - London

17 October - Haydock



If you are interested in becoming a YST HTA please contact headteacherambassadors@youthsporttrust.org

Teach Active

Maths & English

Want to improve attainment and attitudes to maths and English?

Sign up to your **FREE** trial account

The Youth Sport Trust and Teach Active (formerly known as Maths of the Day) are delighted to be continuing their partnership for a fifth consecutive year.

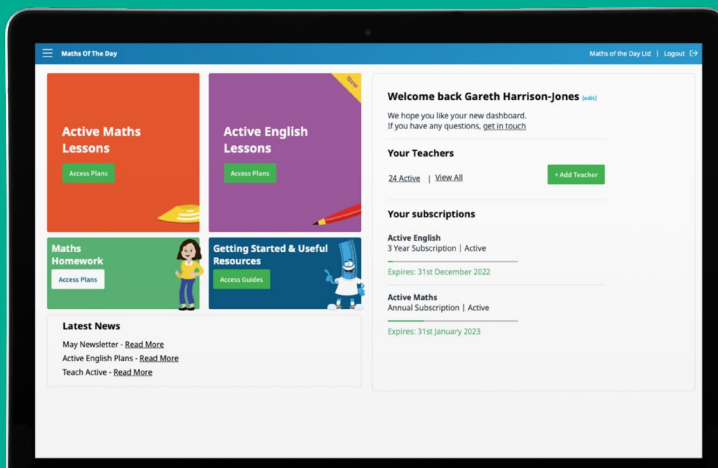
The Teach Active website is the YST's active learning arm and is supporting schools all across the UK and internationally.

www.teachactive.org

The impact within schools, in terms of physical activity and raising attainment in the key subjects of maths and English, has been tremendous and has led to the resource being nationally recognised and included in the Parliamentary Review for outstanding practice in education.

The Parliamentary Review
A YEAR IN PERSPECTIVE
Outstanding practice in education

We are delighted that thousands of teachers and children continue to benefit from Teach Active, ensuring physical activity remains at the heart of school life.



In partnership with



YST ATHLETE MENTOR

Inspiring schools since 2003

Our Athlete Mentors, including Olympic, Paralympic, World Championship and Commonwealth medallists have a wealth of experience in schools using personal stories of struggle and success to inspire young people.

The athletes can visit your school to deliver assemblies, workshops and masterclasses working with targeted pupil groups.

Get involved:
www.youthsporttrust.org/athletementorvisits



Youth Sport Trust

We are committed to pioneering new ways of using play and sport to improve children's wellbeing and give them a brighter future.

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