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SCHOOL GAMES

CASE STUDY
FOR
PLATINUM
2023/24

SHIRLEY
HEATH
JUNIOR
SCHOOL



Thank you for downloading the case study template for the School Games Mark platinum application.

Please note this form should only be completed by schools who are eligible to try for platinum. We **cannot** accept this document from schools who are not eligible to try for platinum this year.

As part of your School Games Mark application, all you need to do is fill out the template below and upload it to your online application.

The work in your entry **must** correspond to the platinum question you have selected on your application.

If you attach any relevant photos or videos for your case study, especially if they are of young people, please refer to our [Terms and Conditions](#) for further information.

When you have completed this template, please upload the document to the platinum section of your School Games Mark application and submit your application.

Good luck!

General Information

Name of person completing the application	Dan Dowson (P.E. Subject Leader)
School name	Shirley Heath Junior School
SGO name/s	Julie Chrysostomou, Emma Marshall and Chris Shipway (South Solihull)

Context

<p>Which platinum question does your case study refer to?</p> <p>(Please delete the questions which <u>do not</u> apply)</p>	<ul style="list-style-type: none"> ▪ Demonstrate how you are engaging those young people that need it the most in the School Games and evidence how you know they are benefiting. ▪ Demonstrate how you are developing and co-creating your offer with your young people. ▪ Demonstrate how you have embedded positive experiences of competition into your offer and how this has made a difference to your uptake. ▪ Demonstrate how have you ensured that you have developed and maintained 60 active minutes across your school.
<p>Background information</p>	<p>Shirley Heath is an innovative and supportive school and environment where the children come first. We are three and four-form entry, with a SEND area, 'The Nest', which can support children with a range of SEND and social, emotionally and mental health needs. We have capacity for 420 children – all of which are children in KS2 (we are a junior school). All children are offered the chance to join a sports club, whether this is facilitated by Shirley Heath teachers, the Shirley Heath Sports Leader, or other trained external professionals.</p> <p>We have 17.42% pupil premium (73 children), 17.42% Special Educational Needs Children (73 children) – 7 EHCPs (1.67%) and 66 K Support (15.75%).</p> <p>More able children are targeted for competition and thus trained by the Sports Leader during curriculum time / playtime / lunchtimes. We also use an external agency, Football Skills School, to support us with this. Less active children are targeted throughout the year by free invite-only clubs, participating in a range of school sports events – e.g. panathlon. These help these children improve their skills, confidence and competence in a variety of sports and games.</p> <p>Extra-curricular coaches / external providers are brought in to run or assist with the coaching of clubs and teams, supporting children in enriching sporting experiences in a wide range of sports.</p> <p>We utilise cross-curricular links through our whole-school approach of spatial retrieval practice to ensure all children are being physically active, alongside positive and respectful sportspeople. This provision is underpinned by a strong PE curriculum which exposes children to a wide range of different sports,</p>

	<i>knowledge and skills.</i>
Which School Games outcome did it focus on?	<i>In completing this case study and School Games Mark, we focussed on: Demonstrate how you are developing and co-creating your offer with your young people. We believe that the 'Offer' involves PE lessons, Physical Activity opportunities (including playtimes and lunchtimes) and School Sport (including intra-school events).</i>

Intent

What motivated and drove it to happen?

At Shirley Heath, we noticed the impact of the pandemic on activity levels and the mental health of our children. This was evident in Proof of Progress (POP) Tasks, analysed by DD at the end of the Summer Term, 2023. We also went through substantial staffing change as our full time sports leader was replaced – due to maternity return – by a Teaching Assistant with Sports Specialist. Despite calling this member of staff Sports Leader, her role contains less P.E. and School Sport involvements compared to the previous post holder. Therefore, we wanted to develop and co-create an offer which was inclusive and supportive for all our children, and that they really benefited from.

How was the issue / need identified?

During the past academic year, it has become increasingly evident that a significant number of children at our primary school are not engaging with physical activity and sports during the school day. This issue was identified through various observations and assessments, including declining participation rates in PE classes, reduced enthusiasm during recess and sports activities, and feedback from both teachers and children. Many children appeared disengaged and showed a lack of interest in physical exercise, which was further corroborated by their reluctance to participate in school-organized sports events and extracurricular activities.

Additionally, informal discussions with children revealed that some perceive physical activity as a chore rather than a fun and essential part of their day. This trend is concerning, as regular physical activity is crucial for children's overall health, well-being, and academic performance. Addressing this issue has become a priority, as fostering a positive attitude towards physical activity at a young age is essential for developing lifelong healthy habits. Therefore, we decided to make developing and co-creating a sports offer a priority for PE and Sport this academic year.

Context

What activities were delivered?

A variety of sports events which coincided with the SSP School Games offer. However, we also prioritised some games which our 'Girl Power' Leaders learnt and delivered during their sessions:

Cross the river, Stuck in the mud, Duck Duck Goose, Captains Coming, Obstacle course, Relay races, Hot potato, Please Mr Crocodile can we cross your river, Red light green light, Dog and Bone, Bean Game

Girl Power

27 girls take part in Girl Power, 18 year 3's and 9 year 5's.

Girl Power is a group to help increase the self-esteem and confidence of the selected individuals. In the past we have seen real changes in our year 3's but also within our year 5 leaders. This is something we strongly believe has positive impact on our children.

Every week, the leaders get together to plan and create activities that are going to engage the year 3's and encourage enjoyment with the aim to support their well-being and confidence. This has allowed for huge growth within our year 5 leaders. Their confidence to stand up in front of others and explain games as well as then lead the games without adult support. They have dealt with challenges such as disengaged/ reluctant pupils as well as conquering their own anxieties and fears.

Our year 3's have learnt to follow instructions from other children, engage in activities with children they may not have known before, gained the confidence to talk freely about their feelings and to be proud of who they are.

Each child is given a Girl Power booklet which looks at positive female role models and inspirations as well as 12 positive themes. We discuss challenges these women may have faced and how they are now succeeding in the world. The children are then given time to complete a written activity around the theme that we are focussing on that week. Some of the themes are determination, positive thinking, self-awareness, friendship and I am, I can. These booklets are reminders to the girls that they are capable of anything and that they can succeed just like all the women they have learnt about.

Active Play Heroes

There are 16 Active Play Heroes within year 6. They have a rota of which day of the week they are to be outside leading activities on the playground. Each group can pick their own activities. They can use any equipment from the shed to create their own games and sports or they have access to the Active Play Heroes cards which gives them fun ideas of little games they can play. Every time they complete 10 sessions they are given a badge to put on their lanyards. They track their progress by ticking off their charts after every session they do.

Days	Active Play Heroes
Monday	Holly, Kavin, James
Tuesday	Haaris, Veer, Yusuf
Wednesday	Heidi, Ruby, Ronald, Hammer
Thursday	Abby, Bella, Grace
Friday	Kapil, Isak, Will

<p>Who delivered the activities?</p>	<p>Staff: Dan Dowson (PE Subject Leader), Laura Vann (TA with Sports Specialism), 5 Lunchtime Supervisors, Football Skills School specialists at lunchtime (facilitated from the PE and Sports Premium Funding). Children: 'Girl Power' focus group, 'Active Play Leaders'. External: Football Skills School – these are funded out of the P.E. and Sports Premium Funding</p> <p>Please see above box for more information on the events and groups involved.</p>
<p>Where and when did they happen?</p>	<p>Where: Shirley Heath Junior School – field and link area (quieter zone). When: Over the period of three terms. We have also used our offer from Girl Power and Football Skills School to support and enhance the provision.</p>
<p>What were the timescales?</p>	<p>Terms: Over a period of three terms – these built up as the children obtained new knowledge and skills that they could utilise.</p>
<p>What partners did you work with if any?</p>	<p>Football Skills Schools – funded via the PE and Sports Premium Funding South Solihull School Sports Partnership (SSP)</p>

Impact

Who was engaged / who did the work reach?

The sports offer created for Shirley Heath successfully reached and engaged all 420 children. This inclusive initiative was designed to cater to children across various age groups, abilities, and interests, ensuring that every child had the opportunity to participate. The program included a diverse range of activities such as team sports, individual challenges, and non-competitive games, which were strategically planned to appeal to different preferences and skill levels, and facilitated by Football Skills School, Lunchtime Supervisors, the Sports Leader, 'Girl Power' leaders and 'Active Play Leaders'.

By incorporating both structured PE lessons and informal play during playtimes and lunchtimes, we were able to engage children who might not typically participate in traditional sports. Additionally, the offer extended beyond regular school hours, with after-school clubs that encouraged further involvement. This comprehensive approach not only increased overall participation but also fostered a sense of community and enthusiasm for physical activity among the children.

Who was impacted?

The physical activity offer, designed and implemented by the children themselves, had a massive and transformative impact on our school community. Empowered to create their own events, children brainstormed and organized a variety of innovative activities that resonated deeply with their peers. These activities ranged from creative dance sessions and obstacle course challenges (including implementing the later into sports day) to child-led sports tournaments and well-being initiative.

The peer-driven approach fostered a sense of ownership and excitement, leading to significantly higher engagement levels. Children who previously showed little interest in physical activity became enthusiastic participants, motivated by the opportunity to try activities tailored to their interests. The initiative also promoted leadership skills and teamwork, as children collaborated to plan, execute, and refine their ideas. This bottom-up strategy not only improved physical fitness and activity levels but also boosted self-esteem, social connections, and a positive school culture.

We tracked the lunchtime physical activity offer at several points across the year, asking staff to identify the percentage of children engaging with physical activity at lunchtime – please see breakdown below:

September 2023	48%
November 2023	67%
February 2024	70%
April 2024	72%
June 2024	75%
July 2024	78%

From above, we managed to track a 30% increase in children engaging with physical activity at lunchtime – this was due to the impact of our Girl Power Team, Active Play Heroes and the work of Football Skills School.

Teachers, and some parents, reported observing heightened energy and focus in the classroom, illustrating the far-reaching benefits of this child-driven physical activity offer. The success of this program highlighted the importance of involving children in the decision-making process and demonstrated how peer influence can effectively encourage a more active and healthy lifestyle. The impact was clear from the KS2 SATs results – please see our school website for the 2024 results.

We are particularly proud of the impact on children with SEND or who are in receipt of Pupil Premium at inter-school events – see below:

Representing the school

Year 3- 18 PP/ 13 SEN

All year 3 have represented the school this year.

All 13 SEN children represented

All 18 PP children represented

Year 4 – 14 PP/ 19 SEN

2 PP children represented the school

1 PP in a club

5 SEN children represented the school

Year 5- 19 PP/ 20 SEN

15 PP children represented the school

13 PP children in a school club

11 SEN children represented the school

Year 6- 18 PP/ 21 SEN

11 PP children represented the school

4 PP children in a school club? (I've sort of guessed at this number)

10 SEN children represented the school

How did this make a meaningful impact on the whole school?

The child-driven physical activity offer had a profound and meaningful impact on the entire school community. Firstly, it significantly increased children's engagement in physical activities, as children were more enthusiastic about participating in events they had designed themselves. This surge in participation improved overall physical fitness and well-being among children, leading to a noticeable boost in energy levels and concentration during academic lessons.

Furthermore, the initiative fostered a stronger sense of community and collaboration within the school. Children from different year groups and demographics worked together, building new friendships and enhancing social cohesion. The leadership and organisational skills developed by children in planning and managing activities translated into increased confidence and a greater sense of responsibility.

Teachers also benefited from this initiative, as the heightened engagement and enthusiasm for physical activities led to more dynamic and positive interactions in the classroom. The overall school environment became more vibrant and supportive, with a shared commitment to promoting health and wellness.

	<p>Parents observed the positive changes in their children, which strengthened home-school connections and garnered broader community support for school initiatives. This was evident through informal discussions with parents at various inter-school competitions. For example, four parents wanted their child to do Sports Day at Shirley Heath instead of attending a School Games inter-school event as they felt the impact SH was making was purposeful and enjoyable for their child.</p>
<p>What benefits did you observe as a result of the work?</p>	<p>Based on the implementation of the child-driven physical activity offer, we observed several significant benefits:</p> <ol style="list-style-type: none"> 1. Increased Child Engagement: Children displayed a remarkable increase in enthusiasm and participation in physical activities. The fact that they designed the games and sports plans themselves led to higher levels of interest and commitment. 2. Improved Physical Fitness: There was a noticeable improvement in the overall physical fitness of the children. Regular participation in varied activities contributed to better health and stamina among the children. Staff reported that their children were fitter and were able to engage better in PE lessons. 3. Enhanced Classroom Focus: With increased physical activity, children exhibited higher energy levels and better concentration during academic lessons, leading to improved classroom performance and engagement. See Shirley Heath's end of KS2 results. 4. Strengthened Social Connections: The initiative fostered new friendships and enhanced social interactions as children from different year groups and backgrounds worked together. This collaboration improved the sense of community within the school; Active Play Heroes and Girl Power groups played a pivotal role in this. 5. Development of Leadership and Organisational Skills: Children who took on roles in planning and managing activities demonstrated increased confidence and a greater sense of responsibility, developing essential leadership and organizational skills. Again, this was event with Active Play Heroes and Girl Power groups. 6. Positive School Environment: The overall atmosphere of the school became more vibrant and supportive. There was a shared commitment to health and wellness, contributing to a more positive and inclusive school culture. <p>Overall, these benefits demonstrated the far-reaching impact of involving children in the design and implementation of physical activity programs, leading to a healthier, more engaged, cohesive school community.</p>

Challenges

Reflect on the work and consider what challenges were experienced, and how were they overcome?

Implementing a child-led sport offer came with several challenges:

1. **Staffing Constraints:** Coordinating the plan required a lot of staff involvement to oversee and guide the children's initiatives. Finding staff members who were available and willing to take on these extra responsibilities was difficult, especially given their existing workloads and commitments, before considering any staff illness or unavailability. Additionally, ensuring that staff had the appropriate training to support a diverse range of activities presented another layer of complexity. Some Lunchtime Supervisors went to training with SSP.
2. **Weather-Related Disruptions:** Unpredictable weather conditions posed significant challenges, especially with the Active Play Heroes group. Outdoor activities were often disrupted by rain, or cold, leading to cancellations or the need for last-minute alternatives. These disruptions affected the consistency of the plan and sometimes dampened the children's enthusiasm.
3. **Scheduling and Timings:** Balancing the sport offer with the existing school timetable was challenging. Finding suitable times for activities that did not interfere with lessons, playtimes, lunchtimes, or other scheduled events required meticulous planning. Additionally, some activities needed more time than was available within the typical school day.
4. **Resource Limitations:** Ensuring that all the necessary equipment and facilities were available and in good condition for a variety of activities required careful management. There were instances when limited resources constrained the types and scope of activities that could be offered. We have been tight on the PE and Sports Premium this year and therefore children and staff have had to improvise with some activities.
5. **Engaging All Children:** While many children were enthusiastic, ensuring that every child felt included and motivated was a challenge. Some children were initially hesitant or uninterested in participating, requiring additional encouragement and support to get involved.
6. **Safety and Supervision:** With a wide range of activities being led by children, maintaining a safe environment was a top priority. Ensuring proper supervision and adherence to safety guidelines was crucial, which added to the complexity of organising the plan.

Despite these challenges, the plans overall success highlighted the benefits of a child-led approach to physical activity, demonstrating that with careful planning and adaptability, such initiatives can have a positive impact on the school community.

Sustainability

How can the work become more sustainable?

From personal professional development obtained from the National Professional Qualification in Leading Teaching (NPQLT), I have a secure understanding that to sustain and scale up a child-led sport offer, it is essential to establish a robust framework that encourages ongoing child involvement and adapts to the evolving needs of the school community.

Firstly, creating a dedicated children's sports council can ensure continuous input and leadership from children. This council would regularly meet to brainstorm new activities, assess current programs, and provide feedback. At the moment, our sports council is linked with our school council. Providing ongoing training and support for both children and staff is crucial, equipping them with the skills to effectively manage and participate in diverse activities.

What are the next steps?

To advance the child-led sport offer initiative next year, I will with the Sports TA, TA responsible for the School Council and Football Skills School, to create an effective plan. Our current Sports TA will be going on maternity leave so it was pivotal to have this plan so all staff can follow:

1. **Establish a Children's Sports Council:** Form a dedicated sports council comprising representatives from different year groups who are enthusiastic about sports and physical activities. This council will serve as the driving force behind brainstorming, planning, and managing activities.
2. **Provide Training and Support:** Organise workshops and training sessions for both children and staff. The sessions covering leadership skills, activity planning, safety and inclusive practices to ensure everyone is well-equipped to contribute effectively. I have already met (11/07/24) with Headteacher and Deputy Headteacher to discuss training and CPD opportunities.
3. **Forge Community Partnerships:** Reach out to local sports organisations, community groups, and businesses to build partnerships. These collaborations can provide additional resources, expertise, and volunteers, enriching the program and ensuring its sustainability.
4. **Funding:** Use the PE and Sports Premium Funding to cover the costs of equipment, facilities, and training.
5. **Evaluate and Adjust:** Implement regular evaluation processes, such as surveys and feedback sessions, to assess the program's effectiveness. Use this data to make informed adjustments and improvements.
6. **Scale Up Gradually:** Start by solidifying the program within your school before looking to expand. Once successful, consider collaborating with other schools to share best practices and organize inter-school events.
7. **Communicate Successes:** Regularly communicate the successes and positive impacts of the initiative to the school community, parents, and potential partners. This can help build momentum and garner further support.
8. **Embed in School Culture:** Work towards embedding the child-led sport offer into the school's culture by celebrating achievements, recognizing

	<p>contributions, and continuously highlighting the importance of physical activity and child-leadership.</p>
<p>If you worked with any partners / community organisations, how do you plan to continue to develop this partnership?</p>	<p>We have had great successes this year. Therefore, we would look at evaluating and refining; continuously evaluate the effectiveness of the partnerships through feedback from children, staff, and the agencies themselves. Then, use this information to refine and improve the collaboration, ensuring it remains aligned with Shirley Heath's vision.</p>

Top Tips

As a result of your experience, what advice would you have for others?

An overarching piece of advice would be to empower children by providing them with ownership of the plan and provision - but also planning collaboratively:

- **Empowerment and Ownership:** Encourage genuine empowerment by giving children a meaningful role in decision-making processes. Provide opportunities for them to express their ideas, preferences, and concerns regarding the sports program. Ensure their voices are heard and valued throughout the planning and implementation stages.
- **Collaborative Planning:** Foster a collaborative environment where the children actively participate in planning sessions.

What was your biggest learning from the work?

My biggest learning from developing and co-creating the sports offer with the children is their transformative power and the importance of collaboration. By genuinely empowering children to take ownership of the sports offer, I witnessed first-hand how their enthusiasm, creativity, and diverse perspectives can significantly enrich and expand the scope of activities offered.

Moreover, involving the children in the decision-making processes not only enhances their sense of responsibility and leadership skills but also fosters a deeper connection to physical activity and school, and the school community as a whole.

I have learned that by trusting and empowering the children, we can create more meaningful and sustainable initiatives that not only meet their needs and interests but also foster a sense of pride and ownership among all stakeholders. This experience has reinforced the importance of listening to, and respecting the voices of, children in shaping educational and extra-curricular activities, ultimately leading to more impactful and fulfilling educational experiences for everyone involved.

I would like to also thank the South Solihull SGO's for their support this year - Shirley Heath's sport, PE and Physical Activity provision wouldn't be as strong as it is without their help. A MASSIVE THANK YOU to Julie, Emma and Chris!