

Exeter School Sport Partnership development plan	Date submitted: 9th December 2005
---	---

PDM:	Rebecca Clark	Partnership URN: (unique reference number)	99020068
Host school:	St Luke's Science & Sports College		

Context of our partnership:

Main Characteristics

The Exeter School Sport Partnership is in its first phase of development during a period of wholesale change across the City with the entire education system undergoing re organisation. In September 2005, the City moved from a three tier to a two tier education system. This has seen the 5 Secondary schools take their first Year 7 cohort. In addition 5 First schools became Primary Schools, 1 Middle School became a Primary school, 3 First schools became Infant schools, 3 Middle schools became Junior schools, 4 First and Middle Schools merged to become Primary Schools, 9 Combined schools became Primary schools, and there is one brand new Primary school. In addition all five secondary schools are in the process of moving into new buildings funded through a PFI initiative, and upon completion, the reorganisation will also provide 8 new Primary schools, with major improvements being made at a further 6 schools. It is an exciting and challenging time!

St Luke's operates as the hub site for the Partnership, having achieved designation as a specialist Science and Sports College from September 2005. There is an excellent relationship between the PDM and DoS who work closely to ensure that developments, actions and plans complement each other in terms of implementation and impact.

The configuration of the Partnership has been mapped against the LEA strategic plan for Exeter and complements the Re Organisation. Exeter schools work within Academic Councils, which form the basis of much of the collaborative work across the authority, this structure has been reflected in the Partnership design. The majority of primary schools are clustered around their hub secondary school, slight anomalies exist due to the



existence of a Church School which operates its own admissions arrangements taking from feeder schools within the city and beyond.

The Partnership serves an exclusively urban area, geographically schools have easy access to each other. There are vast differentials in levels of affluence and deprivation. A number of wards across the city have very high indices of social and economic deprivation and this has a visible influence on Schools across the Partnership. Pupils from ethnic minorities are statistically very small, but there are an increasing number of pupils with physical disabilities being educated in mainstream schools. We have one Special school in the initial phase of the partnership which provides for pupils with learning and physical disabilities.

Strategic context

Across Exeter Physical Education, Daily Physical Activity and School Sport (PEDPASS) have benefited from a cohesive multi agency approach; there can be no doubt that this gives the Partnership critical support and strategic strength.

There is a strong tradition of support for Physical Education and School Sport within the LEA. The PE advisory team take a proactive stance and play a vital role in ensuring that the County moves forward in a strategically coherent direction. The LEAs implementation of the National PESSCL strategy is articulated through its PEDPASS strategy which is embraced through the PDP. Moving towards the future The LEA advisor has ensured that PEDPASS occupies a pivotal role as the County moves towards integrated Children's services.

A key feature of the Partnership is a close relationship with the Schools Health Education Unit. The Partnership has a strong involvement and commitment to the Fit to Succeed project which has had a significant influence over developments in PEDPASS across the City over recent years. We took an early decision to merge the Partnership's Steering Group with the existing Fit to Succeed Strategic Management Group. The range of partners gives a high profile to the Partnership's work and ensures that the group is a powerful lobby within the City on a range of issues.

There is a strong and supportive PDM network across the County, which holds a huge benefit to a new Partnership. This well-established network



meets regularly to share good practice and ensure continuity. The strength and influence of the network is such that it has now been recognised by many partners as the platform to deliver other related initiatives and programmes.

Other local partners include Extended Schools coordinators who have already engaged with the Partnership's work - a strong relationship is emerging which has already proved to be mutually beneficial. There is a small but proactive City Council Sports Development Unit who are working closely with the Partnership to ensure a co-ordinated and proactive approach to provision. The Active Devon Sports Partnership is also well established and has already been involved with the Partnership through the CSC Partnership. This context is likely to change with the development of a new County Sports Partnership which is operating along a similar timescale to the SSP.

WHAT DIFFERENCE WILL WE MAKE FOR YOUNG PEOPLE?

Please set your local average participation targets, in relation to the PSA target	2005	2006 PSA target = 75%	2007	2008 PSA target = 85%	2009	2010 National ambition = all pupils
<i>Ref: PESSCL survey Q1 & 2</i> 1) What is the total curriculum time in minutes that all pupils in each year group spend taking part in PE in a typical week	113 minutes	115 minutes	116 minutes	117 minutes	118 minutes	120 minutes
2) What is the total number of pupils in each year group who participate in at least 2 hours of high quality PE and out of hours school sport in a typical week	66%	75%	80%	85%	92%	100%



1) INCREASED PARTICIPATION IN HIGH QUALITY PHYSICAL EDUCATION

COLUMN A	COLUMN B	COLUMN C
Where are we now?	Where do we want to get to?	What will it look like when we get there?
<p>HQ 1 A significant number of Primary pupils do not have the understanding, skills and control they need to perform to their potential/ Key Stage expected levels, in athletic, aquatic, dance and gymnastic activities</p>	<p>All KS2 pupils:</p> <ul style="list-style-type: none"> • Experience High Quality teaching within the PE curriculum from knowledgeable and confident teachers • K & U what they are trying to achieve • Develop the skills and control they need to fulfil their potential • Are willing to take part in a range of activities • Achieve the minimum requirement for swimming 	<ul style="list-style-type: none"> • Young people experience HQ PE • All Physical Education lessons delivered are Satisfactory with the greater proportion Good or better according to the Ofsted criteria. • All young people make progress in every lesson • All teachers feel secure in their knowledge and skills to deliver across the NC Activity areas • All young people enjoy PE lessons • All young people are able to swim at least 25 m unaided by the end of KS2
<p>HQ 2 Across the partnership there is a wide disparity in the curriculum time allocated to PE between individual schools, and across Key Stages within Schools. Only KS3 currently provides Partnership average of 125 minutes per week</p>	<ul style="list-style-type: none"> • Increase the number of Primary schools delivering the PSA target at KS1 from 58% • Increase the number of Primary schools delivering the PSA target at KS2 from 52% • Increase the number of Secondary schools delivering the PSA target at KS3 from 86% • Increase the number of Secondary schools delivering the PSA target at KS4 from 66% 	<ul style="list-style-type: none"> • All Partnership schools deliver 2 hours of High Quality PE within the curriculum at KS 1, 2, & 3 • All Secondary schools working towards 2 hours within the curriculum at KS4



<p>HQ3 A significant number of KS4 girls are disengaged by existing KS4 curricula and choose constantly, or frequently, not to participate and/or disrupt the learning of other students</p>	<ul style="list-style-type: none"> • All schools offer a KS4 curriculum which is relevant to the students it serves and offers opportunity for them to continue to make progress throughout the KS • The targeted girls enjoy PESS and are motivated to be actively involved 	<ul style="list-style-type: none"> • All schools offer a KS4 curriculum which provides opportunities which engage the students it serves, and are distinct from those previously experienced at KS3. • KS4 girls feel that they are making progress in PESS in a way which reflects their interests and is relevant to their needs • The targeted girls attend and participate with enthusiasm. • The targeted girls are willing to explore new ideas, roles and activities • The targeted girls talk positively about what they have achieved, and act as role models for younger students
<p>HQ4 Use of QCA Schemes of work is inconsistent across the Partnership in both Primary and Secondary Schools. The majority of Primary colleagues are unaware of how to incorporate core tasks within their teaching. There has been no sharing of Schemes of Work between the Secondary Schools to date. (Assessment within Outcome 6)</p>	<ul style="list-style-type: none"> • Use of QCA Schemes of Work develops progression through units of work, measured by the achievement of Learning outcomes. Staff understand how their lessons fit within Schemes of Work and can demonstrate that all young people are making progress • Staff and young people are clear about the outcomes young people should achieve in lessons. • All Primary schools use a common Scheme of Work at KS1 & 2 • All Secondary schools have access to a common Scheme of Work at KS3 & 4 	<ul style="list-style-type: none"> • All Partnership schools use Schemes of Work and specific lesson plans, and can demonstrate progress towards stated Learning outcomes in every lesson • All staff understand where their individual lessons fit within Schemes of Work and understand how students can progress through individual units of work, and beyond across Key Stages • All young people are clear about the outcomes they should achieve, and are able to articulate which Level they are currently working at. • All schools monitor and improve programmes and activities through Quality Assurance and self assessment



2) INCREASED PARTICIPATION IN HIGH QUALITY OUT OF SCHOOL HOURS LEARNING

COLUMN A	COLUMN B	COLUMN C
Where are we now?	Where do we want to get to?	What will it look like when we get there?
<p>OSHL 1 Participation in OSHL in Primary schools across the Partnership is currently low. The majority of pupils participating are from Years 5 & 6. There is little or no provision for KS1 pupils in Primary Schools although this improves in Infant Schools.</p>	<ul style="list-style-type: none"> • More opportunities for OSHL offered at every Partnership school • Appropriate opportunities offered which are targeted at the needs of specific groups: particularly KS1, and younger KS2 pupils • More young people participating in multi-skill activities 	<ul style="list-style-type: none"> • OSHL provision for young people across the partnership will increase in every school. • Each Family of schools will be targeted to set up at least 1 multi-skills club. • More young people will be participating in high quality OOSHL activities. • Key Stage 1 pupils will have the confidence and enthusiasm to be involved in OSHL • The school culture will value the importance of physical activity for all young people.
<p>OSHL 2 Over 60% of KS3 pupils do not participate in any OSHL. The current provision is limited and largely focused on traditional competitive activities. In Schools where alternative activities like Ultimate Frisbee have been introduced they have been extremely popular and participation rates have increased.</p>	<ul style="list-style-type: none"> • More KS3 pupils participating in OSHL • More KS3 pupils engaged by a programme of opportunities which actively reflects their interests • Relevant and diverse programmes of activities offered across all schools 	<ul style="list-style-type: none"> • 85% of KS3 pupils participates in at least 1 OSHL activity per week • 50% of KS3 pupils choose to get involved in more than 1 OSHL activity • Pupils are willing to engage in OSHL in a variety of roles: player /leader /coach/administrator • 75% of pupils are able to explain how OSHL helps them to maintain a healthy, active lifestyle • CSC/ AOTTs/ TAs utilised to deliver targeted activities and expand provision



<p>OSHL 3 The majority of schools do not have access to coaches, TA's and /or AOTT's who are qualified or trained to provide high quality OSHL</p>	<ul style="list-style-type: none"> • Increase the number of adults with relevant qualifications enhancing OSHL across the Partnership • Young people are involved in sessions with high quality coaches, TA's and/or AOTT's • All adults working with young people have access to ongoing, relevant High Quality training, which enables them to develop understanding of high quality PE in schools, the FUNdamentals of Movement, Long Term Athletic Development, Child Protection and First Aid. • CSC's are fully deployed across the Partnership 	<ul style="list-style-type: none"> • Young people experience high quality PESS in all OSHL sessions. • More young people are offered more activities which are relevant to their interests and engage them in physical activity • Physical activity levels increase across all Partnership schools • The adults delivering OSHL knowledgeable and confident, they understand their role and are embraced as an integral part of the PESS framework in each Partnership school • All Partnership schools access a CSC to provide an OSHL opportunity
<p>OSHL 4 Young disabled people across the Partnership take little or no part in OSHL.</p>	<ul style="list-style-type: none"> • Young disabled people participating in a range of OSHL activities matched to their needs and aspirations • Support and advice offered to all Partnership schools with regard to the design of OSH opportunities 	<ul style="list-style-type: none"> • The majority of young disabled people participate in at least 1 OSHL activity each week either through: <ul style="list-style-type: none"> - a targeted disability sports club OR <ul style="list-style-type: none"> - an open session where activities are modified as appropriate



3) INCREASED PARTICIPATION IN HIGH QUALITY INFORMAL PHYSICAL ACTIVITY

COLUMN A	COLUMN B	COLUMN C
Where are we now?	Where do we want to get to?	What will it look like when we get there?
<p>INF 1 Daily Physical Activity within the curriculum currently takes place in 13/27 (48%) Primary schools across the Partnership. Take 10 resources have been distributed to all schools.</p>	<ul style="list-style-type: none"> • All Primary schools incorporate DPA within their daily curriculum • All Primary staff feel confident delivering Take 10 sessions, and are comfortable physically active role models • By adopting a series of energising activities at various times throughout the day, conditions for good teaching and learning are optimised 	<ul style="list-style-type: none"> • Every KS1 & 2 pupil participates in at least 10 minutes of high quality, structured physical activity each day • All Primary schools appreciate the contribution that DPA can make towards good teaching and learning • Young people are knowledgeable about the need for physical activity. • Young people are encouraged by staff and want to be physically active in and out of school.
<p>INF 2 There are very few opportunities for structured DPA to take place in Secondary schools across the Partnership</p>	<ul style="list-style-type: none"> • All Secondary schools offer the opportunity for pupils to be active at break and lunchtimes in an informal context • All Secondary schools are prepared to resource students to be physically active in activities that engage them at break and lunchtime • Alternative curriculum areas are supported to incorporate DPA within a kinaesthetic curriculum that optimises teaching and learning 	<ul style="list-style-type: none"> • An increasing number of KS3 & 4 students participating in informal DPA outside the curriculum, but within the school day • A physical activity culture permeates through break and lunchtimes at Partnership schools with all young people who choose to be active provided with the opportunity to do so. • Curriculum areas outside of PESS incorporate DPA into their teaching approaches strengthening the physical activity culture and increasing participation opportunities



<p>INF3 19/27 (70%) Primary schools engage with Active Playtimes, but some provide few opportunities for structured DPA at before school, at breaktimes and lunchtimes.</p>	<ul style="list-style-type: none"> • 100% of Primary Schools engage with Active Playtimes • All young people engaging in a number of physical activities during playtimes. • Younger pupils working together with older pupils in activities. • Young people suggesting and creating opportunities for informal physical activity, for all pupils to participate in. • MTAs fully aware of the positive effects of activity upon young people, and trained to provide a variety of informal activities at playtimes. • Equipment made available for young people to use. 	<ul style="list-style-type: none"> • All Primary schools deliver opportunities for "Active Playtimes" • Most young people are involved in physical activity during playtimes. • KS1 pupils participate alongside older pupils and are visibly more confident in the playground. • Young people have a choice of many different types of equipment to play with at playtimes. • All schools provide Young people with opportunities to take responsibility for looking after the equipment and organising informal physical activity • All Schools have qualified MTAs with enhanced responsibility to assist young people to implement activities. • Young people enjoying the challenge of different physical activity opportunities
---	--	--



4) INCREASED PARTICIPATION IN HIGH QUALITY COMPETITION AND PERFORMANCE

COLUMN A	COLUMN B	COLUMN C
Where are we now?	Where do we want to get to?	What will it look like when we get there?
<p>COMP1 Currently provision for intra school competitive opportunities across the Partnership is limited, and non existent in many schools, this is reflected in participation rates:</p> <p>KS1 – 0.2% KS2 – 5% KS3 – 14% KS4 – 10%</p>	<ul style="list-style-type: none"> • All Partnership schools offering opportunities for intra school competition • All young people participating in intra school competition • The profile of intra school competition is raised throughout all schools and supports existing whole school systems: ie House/ Reward systems • All schools achieving and evidencing the ECM outcomes of Enjoying and Achieving 	<ul style="list-style-type: none"> • All Partnership schools providing well supported intra school competition • 100% of young people in every school actively participating in intra school competition in a range of different roles: player/ leader/coach/administrator • Intra school competition has a secure profile in schools and is used as a vehicle to support and enhance whole school systems • SSP interventions are used to enhance and evidence ECM outcomes
<p>COMP 2 Participation in Inter School Competitions/ Festivals is varied across the Partnership:</p> <p>KS1 – 0.2% KS2 – 11% KS3 – 12% KS4 – 17%</p> <p>Some schools restrict participation opportunities by activity, whilst others simply don't participate. There is a history of success for few which demotivates non participating schools further.</p>	<ul style="list-style-type: none"> • All Partnership schools offering their pupils opportunities to participate in Inter school competition • Schools supported by CSC/ AOTTs/ TAs in order to expand their provision without placing additional pressures on their existing resource • Inter School competition amongst Primary schools supports the work being undertaken within the curriculum to raise standards • More Young people actively engaged and willing to take part in the competitions/festivals. • Whole school support for both staff and young people who enter the competitions/festivals. • School – club links are reinforced by Inter School competition • All schools achieving and evidencing the ECM outcomes of Enjoying and Achieving 	<ul style="list-style-type: none"> • A strategically planned calendar of tournaments of festivals coordinating the provision of key partners • An increase in young people participating in inter-school competitions in the partnership: KS1/2: 95% KS3: 60% KS4: 50% • An increase in the motivation of young people to want to participate. • Young people gain in confidence and self-esteem through representing their school in a competition or festival. • Partnership schools recognise the contributions of both young people and staff • Schools support external opportunities for competition and performance by promoting opportunities and encouraging young people to get involved • SSP interventions are used to enhance and evidence ECM outcomes



COMP 3

Across the partnership key target groups have been identified as having little or no interest in traditional Inter School Competitive opportunities. In particular Dance is embedded within the core curriculum of all Partnership schools yet there are currently no opportunities for pupils to perform in dance events

- All Partnership Schools given the opportunity to participate in an annual dance festival
- Different young people, disengaged by traditional activities accessing Inter School competition

- A strategically planned calendar of tournaments or festivals coordinating the provision of key partners
- An increase in young people participating in inter-school competitions in the partnership.
- An increase in the motivation of young people to want to participate.
- Young people gain in confidence and self-esteem through representing their school in a competition or festival.
- Partnership schools recognise the contributions of both young people and staff



5.) IMPROVED ATTITUDE, BEHAVIOUR AND ATTENDANCE IN PE, SPORT AND WHOLE SCHOOL

COLUMN A	COLUMN B	COLUMN C
Where are we now?	Where do we want to get to?	What will it look like when we get there?
<p>ABA 1 The Fit to Succeed philosophy is embedded within the the work of the Sports College. It is recognised that DPA can be used as a tool for enhancing individual attainment and whole school achievement</p>	<ul style="list-style-type: none"> • The Fit to Succeed philosophy embedded within the culture of the Partnership and the ethos of individual schools • Fit to Succeed questionnaire rolled out annually across the Partnership • The Partnership can demonstrate an undeniable link between PEDPASS interventions and individual performance in all aspects of school life • With Every Child matters outcomes defining the future direction of all schools, Partnership work will reinforce the potential of PESS to deliver whole school targets 	<ul style="list-style-type: none"> • All Schools have embedded the FTS philosophy within their culture • All young people understand the notion of becoming "Fit to Succeed". They are aware of the importance of daily physical activity and adopting a healthy lifestyle • All young people in targeted year groups complete the FTS questionnaire annually • Through FTS we can demonstrate an unequivocal correlation between enhanced participation in High Quality PEDPASS and improved attitude, attainment, behaviour and attendance • All Partnership schools recognise and value the contribution that PEDPASS can make towards achieving Every Child matters outcomes
<p>ABA2 Across the Partnership KS4 girls have been identified as a group who do not collectively participate positively in PESS</p>	<ul style="list-style-type: none"> • The KS4 curriculum engages girls who previously felt demotivated by traditional options • The targeted girls enjoy PESS and have the confidence to get involved • The targeted girls have an increased knowledge of how physical activity contributes to their daily lives • The targeted girls eventually show a desire to improve and fulfil their individual potential. 	<ul style="list-style-type: none"> • The targeted groups attend and participate more regularly. • The young people are keen to participate in the range of activities offered, and make a more positive in the other areas of their school life. • The targeted young people show a determination to do their best and have a more constructive approach to physical activity. • Schools report improved attendance and attitudes towards PESS amongst the targeted girls



ABA3

Across the partnership there are identified groups of disaffected young people in both KS3 and 4 who are either disengaged from their education, or show a low ability in PESS. They frequently demonstrate negative attitudes towards PESS and show poor attendance records.

- All Schools target students to be re engaged using PESS as a vehicle to improve specific aspects of their performance in school.
- The targeted groups are supported to reengage through the implementation of whole school initiatives (Living for Sport) and targeted OSH opportunities
- The targeted young people are actively involved in PESS
- All young people in the target group have the confidence to get involved
- All young people are aware of the progress that they are making on an individual basis and eventually show a desire to improve.
- The targeted students show improved attendance, behaviour and attitude
- All Young people are supported to develop the Fundamental Motor Skills (at a level which is appropriate to their individual potential) to access the Physical Education core curriculum through a Multi Skills approach in the Primary Curriculum which places a greater emphasis on Physical literacy

- The targeted groups attend and participate more regularly.
- The young people are keen to participate in the range of activities offered, and make a more positive in the other areas of their school life.
- Improvement made amongst the targeted groups in their identified area of need
- The targeted young people show a determination to do their best and have a more constructive approach to physical activity.
- All Young people demonstrate physical literacy appropriate to their individual potential
- Schools report improved attendance and attitudes towards PESS amongst the targeted groups



6.) INCREASED ATTAINMENT AND ACHIEVEMENT IN AND THROUGH PE, OSHL AND SPORT

COLUMN A	COLUMN B	COLUMN C
Where are we now?	Where do we want to get to?	What will it look like when we get there?
<p>AA1 It is currently difficult to measure Primary School attainment as there are currently no consistent assessment methods in place in the majority of schools</p>	<ul style="list-style-type: none"> • Enhanced cross phase continuity • All Primary staff are supported to develop the knowledge to assess young people against NC Levels and HQ outcomes with confidence. • Assessment for Learning approaches are used by staff across the Partnership to ensure that each individual child fulfils their personal potential and understands the progress that they are making • All young people know what level they are performing at and what they need to achieve to improve at the activity. • Young people gain recognition for their achievements in PESS, and individual progress • Primary assessment methods feed into Secondary systems so that pupils gain continuity of progress across Key Stages 	<ul style="list-style-type: none"> • All Primary Schools using a common curriculum and assessment for learning • All Primary colleagues are confident in using Assessment for Learning techniques and embed them throughout their teaching • All Primary staff have the knowledge and confidence to assess young people against the NC Levels, and the HQ outcomes • Young people are given positive recognition for their individual progress in PESS • Commonality between Primary and Secondary assessment methods ensure that young people can measure their progress from KS1 – KS4 and promote cross phase continuity



<p>AA2</p> <p>There are currently inconsistent approaches to management of transition at the KS2/3 interface which sometimes disrupts cross phase continuity</p>	<ul style="list-style-type: none"> • Common systems of Key Stage information transfer ensures that Secondary staff can be confident that the baseline Y7 assessments are reliable and consistent across all Partnership schools • The information that is provided then informs the development of relevant and progressive KS3 curricula for all pupils • Transition days with Primaries ensure that all young people feel confident that there will be continuity in their PESS experience. • Young people recognise the similarity between Primary and Secondary assessment methods and can track their own progress across the KS2/3 interface 	<ul style="list-style-type: none"> • All Partnership Primary Schools provide Y7 baseline assessments which are reliable and consistent • Transfer information at the KS2/3 interface is used to develop progressive KS3 curricula which challenge pupils to make progress and raise standards • Staff and pupils feel confident in the continuity provided across the KS2/3 interface
<p>AA3</p> <p>Gifted and Talented provision across the Partnership has not been established. Currently no Secondary schools run the JAE programme. There is limited LTAD provision.</p>	<ul style="list-style-type: none"> • G&T provision is standardised across the Partnership through introduction of JAE • All secondary schools have trained JAE mentors • Young people recognised as gifted and talented are formally identified and given appropriate support • Talent identification systems feed into community based opportunities for competition and performance • All Partnership schools utilise the Multi Skills approach via multi skill academies to identify Gifted and Talented pupils and promote talent development 	<ul style="list-style-type: none"> • All Secondary Schools run the JAE programme • More young people recognised as Gifted and Talented are given appropriate support and their individual needs and achievements are recognised and supported whole school • The Multi Skills Framework is fully established across the Partnership to maximise LTAD • There is a clear known pathway for G&T performers in all key stages to maximise LTAD • The Partnership coordinates annual multi skills academies



<p>AA4</p> <ul style="list-style-type: none"> • 3/5 Secondary schools run the BST Level 1 Sports Leaders award. • No Secondary schools on the Dance Leaders Award. • Only 1/5 Secondary Schools embed leadership opportunities within the KS4 curriculum. • There is limited formal recognition of Primary pupils who take on Leadership roles. 	<ul style="list-style-type: none"> • All Secondary schools offer the L1 Sports Leaders Award • All Secondary schools offer the Dance Leaders Award • More young people gain confidence and self esteem through leadership activities • KS4 Leaders are used to support Partnership events • All Secondary PE departments incorporate Leadership opportunities within their KS4 curriculum utilising the Sport Education model • All Secondary Schools facilitate some aspect of their informal provision through use of young Sports Leaders • Opportunities provided at all Partnership schools for Y 5&6 students to take on leadership, coaching and officiating roles 	<ul style="list-style-type: none"> • All KS4 students across the Partnership have the opportunity to gain a Leadership qualification • Young Leaders are fully involved in the Partnership's calendar of events • Young people are recognised for their contribution as a leader in sport, and given opportunities to develop their leadership skills both within and beyond the curriculum • All Partnership schools use Young leaders to enhance their PESS provision
---	--	---



7.) INCREASED PARTICIPATION IN COMMUNITY BASED SPORT AND IMPROVED QUALITY OF COMMUNITY LIFE

COLUMN A	COLUMN B	COLUMN C
Where are we now?	Where do we want to get to?	What will it look like when we get there?
<p>COMM 1 The approach to School Club links is currently inconsistent across the Partnership. Many schools have no formal links. Many young people are unaware of the local opportunities available for them to attend; as a result where potential links do exist they are often not utilised</p>	<ul style="list-style-type: none"> • An established Partnership policy is in place for the establishment of formal club links- clubs can then access all Partnership schools more effectively • All schools know how to access Club links • The Partnership works alongside other providers to maximise opportunities for community participation • All Partnership schools have a Community Sports noticeboard maintained by the SSCos • SSCo's working to create new links and strengthen existing links with local clubs. • Young people are made aware of opportunities that exist within the community • Through partnership with NGBs CSCs provide a link between OSH programmes and Community based sport 	<ul style="list-style-type: none"> • The Partnership provides the infrastructure to ensure that Club Links are forged across the whole Partnership, providing both clubs and schools with more access to opportunities • Other local partners use the Partnership as a vehicle to promote and sustain their community work • Young people with an interest in a particular activity know where to go to access information about Community opportunities • More Community providers are involved in OSH provision • CSCs establish and promote participation pathways between Schools and Community providers



<p>COMM 2 Currently known participation rates in Community based sport are relatively low:</p> <p>KS1 – 2% KS2 – 12% KS3 – 27% KS4 – 22%</p> <p>Many schools are unaware of the nature and extent of their students participation in community based sport.</p>	<ul style="list-style-type: none"> • More Young people participating in Community based sport • More Young people have the confidence to access Community opportunities • Young people are made aware of the range of community activities available • Through negotiation with Bryanston Square, all of the new Secondary facilities throughout the city are allocated intelligently to ensure continuity between School OSH provision and Club Junior Sections • Schools have a clear idea of their students participation and commitment to community based sports 	<ul style="list-style-type: none"> • Participation pathways are forged and publicised. Young people with an interest/ talent will automatically be directed to a Community provider/ club and encouraged to participate in Community based sport • More young people have the confidence and commitment to participate in community sport • School OSH activities will be timetabled to coordinate with local Club training sessions. • The twilight booking session at all of the new schools is reserved for Club Junior sections • Schools are aware of the participation patterns of their students and celebrate their external achievements
<p>COMM3</p> <p>The BST L1 Leadership Award is currently only running in 3/5 Secondary schools, two of the schools are running their first course this year. There is no history of Young leaders volunteering in local clubs, and no established system of placements is in place.</p>	<ul style="list-style-type: none"> • Young people are given opportunities to become Sports Leaders and are encouraged to link with clubs • Young leaders are provided with opportunities to gain NGB bolt-ons • Sports clubs are prepared, and supported, to manage and recognise young volunteers • Young leaders help to promoting physical activity and sport opportunities in the community. 	<ul style="list-style-type: none"> • Step into Sport established throughout the Partnership • More Community providers have access to NGB qualified leaders to help sustain their Junior sections • More clubs are prepared and supported to receive, manage and recognise young volunteers

This partnership development plan has been approved by the Partnership's steering group.

Name:

Signature:

Date:

(by the steering group chairperson on behalf of the steering group)

