

Case Study: Improving teacher understanding of elements of a PE lesson and using sport to enhance social skills at Snapethorpe Primary School

### ***The background***

In 2015/16, ACES carried out initial research with Snapethorpe Primary to identify areas of difficulty and development in relation to delivering PE within the school.

Working with the school's PE Coordinator, we found that:

- There was a lack of understanding when implementing key elements of a PE lesson
- There was a need to improve structure and an opportunity for children to develop and refine skills during PE
- Confidence levels were moderate to low within most aspects of PE delivery
- There was an opportunity for more pupils to participate in sport to help reduce anti-social behaviour within play and during school holidays

### ***The solution***

To help Snapethorpe address these issues, ACES devised a programme of improvement that covered five areas:

#### **1) Teacher Mentoring Programme**

The ACES team introduced SOW and lesson plans to Snapethorpe teaching staff. The teachers and ACES staff devised lesson plans together with the ACES staff giving feedback, and plans were adapted to show best practice and increase physical activity.

#### **2) Teacher Confidence**

To improve confidence in PE delivery among the school's staff, we devised a bespoke mentoring programme for every teacher.

Starting with ACES staff delivering a PE lesson, the class teacher then had the opportunity to reflect on what was done differently. Following this, an ACES team member planned and delivered a lesson with the class teacher to provide support.

The third stage of the programme was a baseline assessment, which saw the class teacher plan the lesson, receive feedback from an ACES team member and then deliver the lesson with activity levels timed.

Finally, ACES deliver ongoing teacher support for a period of 6 weeks before a final assessment in which new activity levels were timed for comparison and assess improvement.

#### **3) Playground Leaders**

To enable pupils to develop key leadership and interpersonal skills, ACES delivered a 'Playground Leaders' work scheme to Year 5 AND 6 pupils, encouraging them to take responsibility for and lead sporting and play activities at lunchtime. Equipment was devised into specific areas and children were given individual roles and responsibilities.

#### **4) Social PE**

ACES devised social PE lessons that were delivered to children between years 3 and 6. This helps to address behavioural issues by developing pupils' understanding of key social aspects including respect, conflict, relationships and self-esteem.

#### **5) Extra-curricular Activity**

ACES devised and after school programme to allow Snapethorpe to expose pupils to additional opportunities to participate in physical activity, and the school has taken selected pupils to different sporting competitions, increasing exposure to competition formats.

### ***The Impact***

As a result of ACES work with Snapethorpe Primary School school:

- Teachers are creating more activity time within lessons through improved organisation and class management; activity has increased by an extra 10 minutes per lesson which equates to an additional 12.5 hours of activity per academic year
- Teachers have gained additional knowledge of PE and increased their understanding
- The school has introduced 9 additional pupil playground leaders, leading to a 50%+ intake for playground learning, a reduction in anti-social behaviour and increased participation in organised physical activity
- Pupils now naturally work together and develop role-play scenarios within playground games
- The introduction of an after school programme has seen a steep percentage increase in sport participation rates among pupils

### ***The Feedback***

Anthony Edwards, PE Coordinator and Year 4 teacher told us:

“Jack has become more responsive in class when he gets worked up. Jack can now listen to other pupils’ perspectives and understands how to try and resolve more”.

“Lucy has started to think more rationally when she gets into arguments and has started to think about her actions and how they can affect others”.

Harriet White, teacher, told us:

“The support and guidance has been invaluable throughout the mentoring process. I have really gained confidence when teaching PE. I know the pupils certainly enjoy their PE more as they are provided with more opportunities to be active in their lessons.”