

Sport, Physical Activity and Educational Attainment



Overview

Sport, physical activity and educational attainment

Summary

Standards of educational attainment among young people and adults living in disadvantaged areas are often below national averages. People with low skill levels are far more likely to be unemployed, and unemployment is a major factor in deprivation. Physical education (P.E), sport and physical activity can contribute towards raising educational standards and aspirations within both a school and community setting.

Research has identified that within a school environment regular participation in appropriately designed P.E, sport and physical activities, as part of wider educational programmes, can increase the likelihood of learning and skill development by young people and help to build their physical literacy. In a community setting sport can be used to attract individuals who are reluctant to engage in education or training through traditional routes and to motivate people to learn new skills.

To address this a wide range of action can be taken. Many schools are now part of 'School Sports Partnerships', families of schools that plan and work together to improve the quality and range of PE and sporting opportunities for young people. Action within these partnerships includes widening the range of sports and activities available to young people; opening up school facilities to the community; linking with local partners and training local sports leaders and coaches.

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Standards of educational attainment in disadvantaged areas are often below national averages. People with low skill levels are more likely to be unemployed, and unemployment is a major factor in deprivation. Physical education, sport and physical activity can help raise educational standards and aspirations in schools and the community setting. However this contribution is not fully realised in many renewal areas.

What's the Problem?

Physical education (P.E), sport and physical activity can contribute towards raising educational standards and aspirations among young people and adults within both a school and community setting. However this contribution is not being fully realised in many renewal areas.

School standards - Standards of attainment and school attendance by children and young people in disadvantaged areas are often below national averages. Young people in renewal areas achieve fewer qualifications than the national average and are less likely to move on to further or higher education or vocational training.

Research and anecdotal evidence has identified that within a school environment regular participation in appropriately designed P.E, sport and physical activities as part of wider educational programmes can increase the likelihood of learning and skill development by young people and help to build their physical literacy. Studies show that exercise activates the brain and aids concentration. Active children are more alert, display fewer behavioural problems and show better patterns of attendance at school than less active children. P.E, sport and physical activity help to develop life skills such as co-operation, tactical and strategic thinking, team work, time management and discipline and can have a positive impact on self confidence and motivation.

The government wants every 5-16 year old to receive a minimum of two hours a week of high quality physical education and school sport within and beyond the curriculum. As part of its 'National P.E, School Sport and Club Links Strategy' the government has set a target of 75% of young people receiving this as a minimum by 2006 and 85% by 2008. In the first annual P.E, school sport and club links survey carried out in 2003/04, only 62% of pupils of the 6,500 schools taking part were spending 2 hours in a typical week on high quality P.E and school sport.

Adult learning - The proportion of the adult population (including young adults) living in renewal areas lacking basic skills is often higher than the UK average and qualification levels lower than the

	<p>average. People with low skill levels are far more likely to be unemployed, and unemployment is a major factor in deprivation.</p> <p>In a community setting sport can be used to attract individuals who are reluctant to engage in education or training through traditional routes and to motivate people to learn new skills. Informal learning opportunities through sport can act as a pathway back into formal education and enable people to update their skills and knowledge. It can also assist parents to support their children's learning.</p> <p>Training people as sports leaders and coaches, often starting at a basic leadership level, can develop transferable work place skills and provide a stepping stone to further educational qualifications, training and employment. Increasing awareness of the vocational and further/higher educational opportunities available in sport provides alternative employment and career routes.</p> <p>Both young people and adults living in renewal areas are often found to have lower levels of personal expectation and aspirations about qualifications and employment than people not living in renewal areas. These are often reinforced by the low expectations of their immediate family members, friends, instructors and teachers. Sport can offer a range of opportunities for people to realise their potential and feel a sense of achievement, and to engage in both formal and informal learning.</p>
<p><i>P.E, sport and physical activity do not always contribute to raising educational attainment because it's often a low priority; schools lack access to sports facilities and instructors and coaches; it's not accessible to all, and it's costly.</i></p>	<p>What are the causes?</p> <p>The overview papers on Education and Worklessness on renewal.net explain some of the issues in renewal areas and the reasons for low educational attainment and low aspirations. Here we look at what prevents P.E, sport and physical activity from contributing to raising educational attainment.</p> <p>School standards – to contribute to raising standards in schools and colleges, there need to be opportunities for pupils to participate regularly in P.E, sport and physical activity within and outside the school. A range of barriers currently prevent this from happening:</p> <ul style="list-style-type: none"> • P.E, sport and physical activity may not be seen as a priority by head teachers and senior decision makers, compared to other more academic or vocational subjects and in light of the other issues facing schools in renewal areas. They may therefore not receive sufficient time, or be fully integrated within the school day. • Schools within renewal areas often lack access to equipment and facilities of a modern standard for P.E, sport and physical activity, either on-site or nearby. This restricts the range and frequency of

<p><i>Sports don't contribute fully to adult learning because of a lack of sports related training courses; a shortage of suitably experienced instructors; difficulties in engaging local organisations in education and training programmes; and limited resources available to encourage people to attend sports related learning opportunities or to address the barriers preventing people from attending.</i></p>	<p>activities that can be provided.</p> <ul style="list-style-type: none"> • There may be a lack of appropriate instructors and coaches, or poor standards of teaching and coaching at the school. Not enough teachers may be willing to organise and run sports activities. External volunteers, instructors and coaches may be unavailable or, if they charge, too expensive for the school to use. • Young people may not be motivated to participate in the opportunities provided, if P.E, sport and physical activity are not promoted as fun and a desirable activity in which to participate. Sport may not be accessible to pupils of all abilities and with different interests. • Schools in renewal areas may have insufficient funds to cover the costs of sports activities, or of transport to other locations. Parents on low incomes may not be able to afford fees, clothing or equipment and transport costs. <p>Adult learning. If sport and physical activity are to help improve skills and qualifications and raise aspirations among the wider community a range of accessible training and learning opportunities need to be provided at community venues, and individuals need to be encouraged and motivated to participate. However barriers that can prevent this from happening include:</p> <ul style="list-style-type: none"> • A lack of locally provided and accessible sports related courses. There may also be a lack of awareness of the training courses and qualifications available, and how they can be used to develop both generic and vocational skills. • A shortage of suitably qualified and experienced tutors and instructors, and of appropriate facilities or venues. • Local sport and health clubs, organisations and facilities may be unwilling to get involved with educational programmes or with training new leaders, instructors and coaches. In some renewal areas there may be few sports organisations anyway. • Courses provided may not meet local needs. • Limited resources to encourage people to attend the sports related learning opportunities provided. The individuals benefiting most may be reluctant to get involved. Previous negative experiences of learning, of training organisations or of trying to obtain employment, may lead to a belief that learning is not for them, or that even if they study it will have little impact on their ability to find employment. When opportunities are provided take up may also be poor because of these an other barriers like cost,
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	inflexible hours, transport or childcare.
<p><i>Many schools are now part of 'School Sports Partnerships', families of schools that plan and work together to improve P.E and sporting opportunities for young people. Actions to increase participation in sport activity include widening the range of activities available, improving facilities and opening them up to the community; linking with local clubs and training local sports leaders and coaches.</i></p>	<p>What's been tried?</p> <p>Within schools and colleges - Schools and colleges actively encourage pupils to be active during and outside the school day for the benefit of their health and to achieve a positive learning environment with minimal disruptions. The changes in young people most frequently attributed to participation in physical activity include improved confidence and self esteem, improved concentration, greater motivation, greater recognition of the needs of others and better team working. In addition where absenteeism is a problem, P.E, sport and physical activity can help to address this through improving the health and motivation of individuals and reducing behaviour that could lead to exclusion.</p> <p>The government's 'National P.E, School Sport and Club Links Strategy' encourages schools to provide more and better opportunities for young people to participate in P.E and school sport. The programmes set out in the strategy are supported by funding and these, along with a range of different approaches, are now being used to increase participation in P.E, sport and physical activity.</p> <p>Many schools are now part of 'School Sports Partnerships', families of schools that plan and work together to improve sporting opportunities for young people. These partnerships are normally made up of one specialist sports college, around eight secondary schools and up to 45 primary and special partner schools. Each partnership receives a grant of up to £270,000 per year from the government which funds a full time partnership development manager and the release of secondary school teachers to be school sports co-ordinators and link teachers at the primary and special schools.. The Hartlepool School Sports Co-ordinator programme case study provides an example of what can be achieved within such a partnership.</p> <p>In these partnerships and in other schools, a wide range of action is being taken to increase participation including:</p> <ul style="list-style-type: none"> • Incorporating P.E, sport and physical activity into the school day: this is an approach that is particularly used in primary schools. Children are required to participate in short 'activity sessions' during the school day in between other lessons, such as a ten minute stretch session mid way through the morning and afternoon. During break times children are encouraged to be active through the provision of suitable equipment. Many schools also encourage pupils to walk or cycle to school, both for

	<p>environmental reasons and to increase physical activity levels.</p> <ul style="list-style-type: none">• Widening the range of sports and activities available: Many schools have tried to expand the range of activities available to pupils, during and out of school hours, and in periods. This provides the opportunity to try out different activities and increases the likelihood of individuals finding sports and activities that they enjoy. <p>For example the Hartlepool Sports Partnership multi sports activity project provides a range of activities for young people every Friday afternoon, including archery, rock climbing and basketball. For further information see the Hartlepool School Sports Co-ordinator programme case study.</p> <ul style="list-style-type: none">• Improving school sports facilities and opening up sports facilities to the community. Many schools have sought external funding and worked with partners to improve sports facilities available at the school site. External funding sources usually require the school to make facilities available for community use at evenings and weekends and during school holidays. Opening up school facilities to the community creates links with the community and local organisations, and extends the opportunities available to students at the school to participate in sport out of school hours. <p>An example of this is the Local Government Association schools for the community project where the concept of ‘extended schools’ has resulted in schools providing a range of activities and services beyond the school day to help meet the needs of its pupils, their families and the wider community. Many schools offering extended services have not only developed new and better community links, but have also seen major improvements in pupil achievement and greater parental involvement in children’s learning.</p> <ul style="list-style-type: none">• Linking with local sports and fitness clubs and other partners. Developing links with local sports and fitness organisations expands the opportunities available to young people and provides progression pathways for those wanting further coaching or participation out of school. Some schools invite qualified coaches from external clubs to run sessions within and beyond curriculum time, extending the pool of experience and expertise available. Clubs can also provide information about local activities, and these links may also bring in additional resources for school sport.• Developing new junior clubs. Where local clubs do not exist or are not willing to involve young people, some schools work with
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<p><i>Schools also use P.E, sport and physical activity in a targeted way to tackle particular issues for individuals, including using sport to engage young people disillusioned with learning.</i></p> <p><i>For adults as well as young people sport is used as a 'hook' to encourage them into education and motivate those disengaged from</i></p>	<p>local organisations to establish new junior sports clubs and attract volunteers as coaches to make the clubs sustainable. Developing multi-skill clubs for younger children is an important part of the government's national strategy.</p> <ul style="list-style-type: none"> • Training local sports leaders and coaches. Releasing teachers to attend sports leadership and coaching courses increases the standard of instruction for young people and expands the range of activities a school can provide. Training lunchtime supervisors to help young people with break time activities can increase activity levels. In many secondary schools sports leadership and basic level coaching courses, such as the British Sports Trust Junior Sports Leadership Award, are offered to older students. This not only develops their skills and confidence but also develops a pool of sports leaders able to assist with sports activities for younger pupils. For example as part of the 'National P.E, School Sport and Club Links Strategy' schools throughout England are implementing the 'Step into Sport' initiative which introduces young people to volunteering and trains them as sports leaders. • Putting on sports events. High profile sports events are used by some schools to encourage involvement in sport and to raise awareness of its contribution to education among influencers and decision makers, within and beyond the school. • In addition to the general approaches outlined, schools also use P.E, sport and physical activity in a targeted way to tackle particular education issues for individuals, including for those who are under achieving and when there may be particular behavioural problems and poor attendance at school. An example of this approach is the use of sport to engage an individual in learning. For some young people disillusioned with education and not engaging with learning, sport can be used to gain interest and involvement. Participation in sport or involvement in appropriately designed and managed sports projects or leadership courses can be used as part of an approach to raise basic skill levels or address underlying problems, such as low self confidence and poor communication skills. <p>For example the Playing for Success initiative aims to raise educational standards by setting up study support centres in professional football clubs and other sporting venues. It uses sport as the medium to attract students and support work in literacy, numeracy and ICT.</p> <p>Within the community – For adults as well as young people sport is particularly used as a 'hook' to encourage them into education and motivate those disengaged from learning. The involvement of local professional sports clubs in learning initiatives can be helpful. Action that can be taken includes:</p>
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learning. This can include using sport to develop basic skills; training people as sports leaders and coaches in the community and developing community owned and led sports projects that provide volunteering and informal learning opportunities.

that can be taken includes:

- **Using sport to improve basic skills.** Learning initiatives that are about improving basic skills such as reading and writing, as well as ICT, use sport as the subject area to make them more attractive and interesting for participants.

An example of this is the Lancashire Lads and Dads scheme which links literacy with sport to encourage fathers to become more involved in their children's education, to improve children's fine motor skills (which assist with forming letters and writing) and to develop a reading habit among boys. Further information is available from the renewal.net case study on the scheme.

- **Training people as sports leaders and coaches in the community.** Encouraging individuals to train as a sports leader or coach, starting at a basic leadership level, develops transferable work place skills and provides a stepping stone to further educational qualifications, training and employment. Such provision is best made using local community facilities, at times which fit around work and family commitments.

For example Samuel Montague youth club in Greenwich held a community sports leader awards course that targeted young adults who lacked experience of mainstream activities and included people who were homeless, refugees, asylum seekers and ex offenders. Participants were given the opportunity to gain voluntary leadership experience working on summer schemes in London as part of the course.

- **Developing community owned and led sports projects that provide volunteering and informal learning opportunities.** Community led sport and physical activity projects provide a vehicle for individuals or groups to set and achieve goals, which as confidence and self esteem grow, can increase their future aspirations. Often they provide an opportunity for the development of new skills through volunteering, for example organisational, financial or management skills, in a setting not considered to be a learning environment.

Further information on action that can be taken to increase the skills and qualifications of individuals through sport is provided in the Sport, Physical Activity and Worklessness paper on renewal.net.

Attracting funding for community sport and education programmes requires a planned approach. A sport and education plan, with clear objectives that demonstrate how the proposed project will contribute to partners' learning, skill development and regeneration objectives, will help to attract resources. Key partners to link with include the

	<p>local Learning and Skills Council, the local authority adult education and youth services, Connexions service, local schools and colleges, community, sports and faith groups, as well as local regeneration agencies.</p>
	<h2 data-bbox="537 415 711 457">Checklist</h2> <p data-bbox="537 510 1430 604">The following questions provide a starting point for anyone wishing to ensure that sport fully contributes to raising educational attainment in a renewal area.</p> <ul data-bbox="537 632 1430 1864" style="list-style-type: none"> <li data-bbox="537 632 1430 758">• What current plans and projects are there in the area that have raising educational attainment and aspirations as their objective? How can new or additional sport and education programmes contribute to these objectives? <li data-bbox="537 800 1430 926">• What does the research for the area identify as the particular problems related to educational attainment? Who are the audiences that would benefit the most from involvement in sport and physical activity and related training? <li data-bbox="537 968 1430 1094">• Which key agencies are working to improve standards in schools and to increase the skills and qualifications of young people and adults? Are they interested in working in partnership to develop new initiatives? <li data-bbox="537 1136 1430 1325">• What is currently happening in schools and colleges? Are they engaged and benefiting from the 'National P.E, School Sport and Club Links Strategy'? Is P.E and sport being fully utilised? Are there opportunities to work with schools and colleges to raise the profile of sport and how it can contribute to raising standards, and to strengthen school and community links? <li data-bbox="537 1367 1430 1493">• Do schools and colleges have the facilities and equipment they need? Is there a case to be made for new or improved facilities? Are schools and colleges opening up the facilities they have for community use? <li data-bbox="537 1535 1430 1703">• Are schools and colleges working well together? What can be done to encourage better links and strengthen relationships between schools, and with other community organisations? Are local clubs and sports organisations working with schools and colleges? How can links be strengthened? <li data-bbox="537 1745 1430 1864">• Are there sufficient sports leaders, coaches and instructors in the area? What is the standard of leadership and coaching like in schools and in the community? Where are the gaps? What training needs to be provided?

	<ul style="list-style-type: none"> • What sports training courses and qualifications are available to the community? Are the people planning and implementing adult education and other training opportunities in the area aware of the full range of sports courses and qualifications available? • Have local people been consulted on what training and qualifications might be of interest and of value to them? Have they been asked about the barriers that might prevent them from taking part? • How are the community sports courses promoted? Are they accessible and affordable to people living in renewal areas? Are they made interesting and non threatening? • What lessons can be learnt from existing schemes that encourage families to learn together through sport such as 'Lads and Dads', or that use sport as a hook to engage people in learning, such as 'Playing for Success'? • Is appropriate information made available on how being involved in sport and obtaining sports qualifications can help with future employment and a career? • How is the success of sport and education projects being measured? How are achievements and successes being promoted? Are decision makers aware of the contribution that sport can make to educational attainment?
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Want to know more?

	<p>References</p> <ul style="list-style-type: none"> • Realising the potential of cultural services – the case for sport. Local Government Association Research briefing 12.3 November 2001. http://www.lga.gov.uk/Documents/Briefing/Our_Work/culture/Published%20-%20Sport.pdf • Raising Education Standards in Schools and Beyond, Local Government Association, 2004 http://www.lga.gov.uk/Documents/Briefing/Our_Work/culture/Educational%20Standards.pdf • Renewal.net paper 'Education', Neighbourhood Renewal Unit, 2004 http://www.renewal.net/Documents/RNET/Overview/Education/Education.DOC
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	<ul style="list-style-type: none"> • Learning through PE and Sport, A guide to the Physical Education, School Sport and Club Links Strategy, Department for Education and Skills and Department for Culture, Media and Sport, 2003. http://www.teachernet.gov.uk/docbank/index.cfm?id=5062 • The Impact of School Sports Partnerships – The Results of the 2003/04 PE, School Sport and Club Links Survey, Department for Education and Skills and Department for Culture, Media and Sport, 2004 http://www.teachernet.gov.uk/teachingandlearning/subjects/pe/nationalstrategy/2003-04_Survey_Results/ • Playing for Success – An evaluation of the fourth year, National Foundation for Educational Research, 2003 http://www.dfes.gov.uk/research/data/uploadfiles/RR402.pdf
	<h3>Further Reading</h3> <ul style="list-style-type: none"> • Sport England's 'Value of Sport Monitor' containing evidence and research reports on sports contribution to education and lifelong learning. http://www.sportengland.org/vsm • Policy Action Team 10 Arts and Sport Report to the Social Exclusion Unit, DCMS, July 1999. Further information from: http://www.culture.gov.uk/global/publications/archive_1999/Policy_Action_Team.htm • Qualifications and Curriculum authority case studies on the Physical Education and School Sport web site http://www.qca.org.uk/pess • Teachernet web site case studies for Sports Colleges at http://www.teachernet.gov.uk/CaseStudies • Educational outcomes and value added by specialist schools, 2003 analysis – Specialist Schools Trust. http://www.specialistschoolstrust.org.uk/resources/valueadd04.html • Best practice in sports colleges – a guide to school improvement, Youth Sport Trust, 2002. http://www.specialistschoolstrust.org.uk/resources/downloads/bp-sports0202.pdf

renewal.net Case Study: North East England 

Rising Sun Countryside Park



Case Study

Rising Sun Countryside Park

Summary

The Rising Sun Countryside Park in North Tyneside incorporates innovative facilities for the benefit of the community including a Countryside Centre (including a visitor centre, exhibition room and a restaurant), an organic farm, a day care service together with extensive woodland, ponds and wetland.

Following a master planning exercise, the park's facilities have been improved with a new visitor 'hub' built using sustainable technologies and management transferred to a registered charity.

The park is very popular with local people, trainees on the courses in the restaurant and more than 80 schools who are using it for curriculum based outdoor activities.

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<p><i>The Rising Sun Countryside Park contains a range of facilities for the benefit of the community.</i></p>	<h3>Aims/Objectives</h3> <p>The Rising Sun Countryside Park, described as a, “green oasis set in the heart of North Tyneside,” contains a range of facilities for the benefit of the local community including a Countryside Centre (incorporating a visitor centre, exhibition room and a restaurant), an organic farm, a day care service as well as woodland, ponds and wetland.</p> <p>The Park is managed in accordance with the following objectives:</p> <ul style="list-style-type: none"> • to manage the Park in an environmentally and economically sustainable way while providing social benefits to local people; • to promote sustainable development by improving the quality of life for the local and wider community; • to promote training opportunities in conjunction with formal college courses in agriculture, conservation, horticulture, land management, equestrian sports, engineering and care provision; • to improve access and provide a broad range of training opportunities, care and therapy within the Park for people with special needs; • to give local people and volunteers the chance to become involved in looking after land, animals and crops in a meaningful way; • to develop and enhance the site to provide areas of open access and leisure facilities, while conserving the Park’s flora and fauna; • to preserve the Park as an important biodiversity resource, a Site of Nature Conservation Importance (SNCI) containing a local nature Reserve (LNR), and an important Northumberland Wildlife Corridor; • to provide facilities for education and life-long learning.
<p><i>Benton, North Tyneside, North East</i></p>	<h3>Where</h3> <p>The 400 acre park, which includes a 175 acre organic farm, is situated next to the Battle Hill estate in Benton, North Tyneside.</p>

Tyneside, North East England.

Battle Hill estate suffers from multiple deprivation, falling within the 20% most deprived wards in the country according to the Index of Multiple Deprivation 2000 (it was ranked 1644 out of 8414).

Rising Sun Countryside Park, which has been in existence for some time, was developed on the site of a derelict coal mine and former isolation hospital. The land is owned by North Tyneside Council and forms part of a local environmental network of footpaths, bridleways and cycle paths throughout the borough. The Park is easily reached by public transport, making it widely accessible for local people.

The Park is undergoing a period of development to improve the existing facilities. The core services and facilities provided within the Park prior to this development included the:

Rising Sun Countryside Centre. This comprised a visitor centre, education centre, workshop and administration buildings all of which were Council owned and run. Activities provided in the Centre included land management and conservation, education services for local schools, environmental projects involving local people, arts projects and a café.

Rising Sun Day Care Service. This was operated by Care in the Community in North Tyneside Council. It provided rehabilitation and training services for 24 disabled people a day through a range of graduated courses, work placements and supported employment. It also offered placement opportunities for students and volunteers and visits for those with high dependency needs. Close links with the Farm Trust based within the Park allowed disabled users to gain valuable training by operating the café in the visitor centre.

Rising Sun Farm Trust Ltd. The Farm Trust managed the 175 acre organic farm and the farm buildings, the buildings and land being leased from North Tyneside Council. The Trust, which was a registered charity, also ran a range of activities including restricted 'riding for all', a livery service and a programme of regular visits from local schools and children.

The Park also contained wetland areas, several ponds and extensive woodland. It was designated as a Site of Nature Conservation Interest (SNCI) and a Local Nature Reserve (LNR) thanks to the range of habitats found within it.

The Park's facilities and services were very popular and well used by local schools, families and visitors from further afield. The network of footpaths, bridleways and cycle paths within the Park were also popular and served as a link between various green corridors in the borough.

	<p>However there were a range of difficulties including:</p> <ul style="list-style-type: none"> • the poor physical condition, lack of space and general suitability of many of the Countryside Centre's buildings and the farm buildings; • poor site access; • insufficient farm machinery and farm land; • lack of funding; and • lack of integrated management between the various service providers <p>This meant that the activities taking place in the Park had to be scaled down and little investment had been possible. More than 40 school groups had been turned away due to the lack of space and staff at the Centre. The stakeholders recognised that action had to be taken to address these problems and secure the future of the Park in the long term.</p>
<p><i>A Steering Group of representatives from Community Services, Care in the Community, the Farm Trust and stakeholders was established to assist in the Park's development.</i></p>	<p>How did it do it?</p> <p>North Tyneside Challenge secured funding via ENTRUST which enabled them to employ consultants to develop a master plan for the Park's future.</p> <p>North Tyneside Challenge also established a Steering Group with representatives from Community Services, Care in the Community, the Farm Trust and local stakeholders. A major 'planning for real' exercise and consultation with users and stakeholders was undertaken with the feedback being fed into the master plan. This process resulted in a framework for developing the Park in an environmentally sustainable way. The recommendations in the master plan included that:</p> <ul style="list-style-type: none"> • the Park's management should be unified and transferred to a single Trust; • a new "Hub" for visitors should be developed to provide custom built facilities for visitors and existing Park users comprising a new: <ul style="list-style-type: none"> ○ Visitor Centre; ○ Linked Café;

<p><i>The master plan recommendations are being implemented.</i></p>	<ul style="list-style-type: none"> ○ Day Service Building; ○ Education facility; ○ Land management building and caretakers house. <ul style="list-style-type: none"> ● Scaffold Hill farm should be acquired as a 'Model Farm' to upgrade the existing organic farm's buildings; ● the land between the organic farm and the proposed new visitor "Hub" should be obtained to increase the land available for use and to protect the Park from future development; ● a new indoor "Riding for All" facility should be developed; and ● visitor access to the site should be improved. <p>The recommendations from the Master Plan are now being implemented. In particular, the Park's management is being unified by transferring it to The Rising Sun Country Park Trust, a registered charity which will be formed from the existing Rising Sun Farm Trust Ltd. The Country Park Trust will have a Board of 11, made up of local stakeholders, an independent chair, two members of North Tyneside Council (giving the Council a minority interest role), specialist representatives from the agricultural community, business representatives and Park users. It will lease the full 400 acres of the Park and buildings for 25 years from North Tyneside Council at a peppercorn rent.</p> <p>The master plan's recommendation concerning the new visitor "hub" was endorsed and it has now been built. This work involved a capital expenditure of £750,000 and was funded by:</p> <ul style="list-style-type: none"> ● Lloyds of London Charitable Trust (£350,000); ● Single Regeneration Budget (£150,000); ● SITA Environmental Trust (£150,000); ● North Tyneside Council (£100,000). <p>Other recommendations made within the Master Plan are expected to be achieved in phases 2 and 3 of the Park's development as and when funding is secured.</p>
<p><i>The Park will be</i></p>	<p>Who was involved?</p> <p>The Park will be managed by The Rising Sun Country Park Trust.</p>

<p><i>managed by a registered charity called The Rising Sun County Park Trust.</i></p>	<p>The Trust employs a farm manager and it will be advised and supported by a newly appointed General Manager. In addition, a Countryside Centre Co-ordinator and a County Park Land Officer are currently being recruited.</p> <p>The Community Education service and Day Service continue to operate within the Park but their operations will be conducted in line with Service Level Agreements (SLAs) which have been developed between them and the Country Park Trust. These SLAs recognise that the activity in the Park will be managed by the Trust to ensure that its charitable objectives are met.</p>
<p><i>The new Countryside Centre opened in October 2004.</i></p> <p><i>Healthy, wholesome food is sold in the restaurant to encourage healthy eating.</i></p> <p><i>The restaurant is staffed by adults with learning disabilities, the disabled and those who are socially excluded.</i></p>	<p>What did it achieve?</p> <p>In terms of the Park's achievements, both the existing provision and activities together with recent developments are important.</p> <p>The new landmark Countryside Centre, which has commanding views over the Park, is 572m² in size and was officially opened in October 2003. The Centre has been built using the latest sustainable technologies and renewable materials. It is timber framed, oak clad and well insulated to reduce heating costs. The roof is made from reclaimed slate and grey water is recycled and used on site.</p> <p>The new Countryside Centre contains a restaurant, an exhibition room, community meeting and training rooms and office accommodation. Events, educational activities and workshops are also run from the Centre.</p> <p>The restaurant, which is competitively priced, sources locally grown, healthy food to encourage healthy eating. Much of this food is grown on the Park's organic farm.</p> <p>The restaurant will become a social firm (it is currently run by the local authority). It is staffed by adults with learning difficulties, the disabled and those who are socially excluded, giving them the chance to gain experience and employment. They receive vocational training which gives them the skills required to prepare food for sale in the restaurant and for internal and external functions. The restaurant is proving to be popular with local people. Its turnover, which is increasing rapidly, is expected to reach £30,000 per annum. It is run by a team consisting of a full-time chef, a manager, two Workstep employees and seven trainees. Feedback from the trainees has been positive with one person commenting that,</p> <p>"We have got good teachers and supportive staff,"</p>

while another stated that,

“It’s great to have a modern kitchen to work in.”

There is also a customised training programme for restaurant trainees to provide them with sufficient skills and knowledge to become involved in the restaurant’s operations and management. The costs of this training will be met by the Social Services Directorate and the local Learning and Skills Council.

Two healthy eating programmes have been established which use organic produce from the farm.

Other plans include running a series of food-based educational and training courses (e.g. healthy eating and healthy eating on a budget) for the local community. Two healthy eating programmes, which use organic produce from the farm have already been established, one for adults and the other for school children. The intention is that these courses will be further developed in conjunction with the public sector and community and voluntary organisations.

Exhibition Area and Community/Training Rooms

The new Centre, which has been designed to provide disabled access, contains an exhibition area which contains information for the public about the Park, its facilities, events etc. together with conference and training rooms which can be used by the community. Access to the Centre and the Park is free.

Education within the Park

The Park is used by the Education Service to provide outdoor activities which meet the requirements of the national curriculum.

The Park is used extensively by the Education Service to provide outdoor activities which meet the requirements of the national curriculum, particularly those centred upon improving self-confidence and decision making. The Education Service uses the facilities within the Centre and the organic farm to deliver its programme. The educational element of the Park is very popular with more than 80 schools regularly visiting it to deliver elements of the national curriculum including science, organic food production, sustainable development, local history and land management.

The Education Service has also arranged a range of special projects which engage young children and which encourage them to investigate environmental issues. Funding is currently being sought for a project called, “The Giant’s Garden,” designed to give early years children with a safe but exciting outdoor experience.

Organic Farm

The organic farm has recently undergone a financial review and is being closely monitored by the Trading company and the Farm Trust to determine areas of the business requiring change. Through careful

financial management and planning the business is being rebuilt and the farm machinery improved. No further land has been purchased. In an effort to further increase the site's biodiversity, the farm is also increasing its Countryside Stewardship scheme by growing Wildlife seed mixtures and further increasing the planting of hedgerows and trees. It is also anticipated that footpaths will be improved via this scheme.

Play schemes

The Centre is also used as a venue for play schemes for 7-12 year old children during school holidays. Based around environmental awareness, these are very popular and are often over subscribed.

Events

The regular events held at the Countryside Centre and in the park have proved to be a great success with 700 people attending the recent Teddy Bears' picnic. The Countryside Centre is also proving to be a popular location for conferences. The number of events and use of the Centre is expected to further increase with the appointment of the Countryside Centre Co-ordinator.

Check list

The lesson emerging from the Park and its development include:

- This project demonstrates what positive things parks can provide by way of education, training, conservation and enjoyment.
- Community involvement should be built in to the project from its outset.
- Projects should build in plenty of time to consult the public and professionals.
- There are benefits in employing a General Manager to co-ordinate all the activities occurring in the Park. This has led to more effective use of resources and has encouraged staff to work together as a team.
- Creating a main visitor hub for the Country Park has proved reduces the environmental impact on the more sensitive wildlife areas of the Park.
- Although master planning is time consuming and can seem unnecessary, it is an essential part of any successful

development process. Advantages include:-

- enabling all parties to stand back and review their aims and objectives;
- it provides an independent view of the strengths, weaknesses and opportunities at the site;
- it helps develop a clear understanding of the service users' needs;
- it helps to identify any weaknesses and how to put those right;
- it leads to the identification of a logical delivery plan;
- it enables the community to take ownership of that plan;
- it is a pre-requisite to achieving the support of funders.

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Engaging fathers: The Lancashire Dads & Lads Projects



Case Study

Engaging fathers: The Lancashire Dads & Lads Projects

Summary

With concerns continuing about the low achievement and motivation of many schoolboys, particularly in literacy, and the need for male role models, Lancashire County Council designed a successful programme to encourage literacy support for boys by their male carers. Involving individual fathers and sons through the medium of sport, and playing on the competitive instincts of many males, the Dads and Lads projects offer a weekly sports training session followed up with selected books and poems to be read together.

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<p><i>The project aimed to increase paternal involvement in children's education, as part of a strategy to improve boys' attainment</i></p>	<h2 style="text-align: center;">Aims/Objectives</h2> <p>There are many groups identified as being in danger of low educational attainment and engagement. Of these, the single largest group is boys. The majority of pupils having difficulty with reading and writing are boys and they are also more reluctant to read. Mothers are more likely to read with their children than fathers.</p> <p>Two strategies to improve engagement and attainment in general are:</p> <ul style="list-style-type: none"> • family support for education • active male role models in education. <p>The Lancashire Dads & Lads project neatly encapsulates both of these strategies and directs them specifically at boys.</p> <p>The aims of the initiative are to:</p> <ul style="list-style-type: none"> • get dads/male carers more involved in their children's education • interest boys in reading • make high-quality literature available for family reading and writing • improve children's fine motor skills (which has profound connections with their ability to form letters and their subsequent writing) through sporting activities. <p>The objectives of the initiative are to:</p> <ul style="list-style-type: none"> • provide positive discrimination – it is for dads/male carers only • encourage fathers to act as male role models for their sons and demonstrate that reading is important to them • develop both boys' motor control and a reading habit that will help them do better at school • attract men's involvement through their interest in sport and to continue the sporting theme through activities and stories • select books that interest and amuse boys and their parents • encourage more sporting activity • recognise that one of the best ways of involving men is through competitions and include in the programme competitive events that grab their full attention • ensure that it is fun for everyone who takes part.
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<p><i>North West England</i></p>	<h2>Where</h2> <p>The projects take place in schools across Lancashire.</p>
<p><i>The scheme links literacy and sports to encourage fathers to become more involved in their children's education</i></p> <p><i>Schools receive sporting equipment that Dads can take home to practise with. They also take a related book to read with their child</i></p> <p><i>Four Dads and Lads schemes are currently in operation</i></p>	<h2>How did it do it?</h2> <p>The Lancashire Dads and Lads scheme links literacy with sports to encourage fathers to become more involved in their children's education. The project is focused on boys and fathers/male carers because of the disparity in interest in books between boys and girls, and because fathers have been found to be less involved in their children's education than mothers.</p> <p>Schools receive between £350 and £450 of sporting equipment and activity cards together with a collection of books and poems for the families to use. Each week over six weeks, the dads/male carers take home a piece of sporting equipment and a skills card offering tips to help practice with, and also a book or poem specially chosen for their sporting theme which they read with their child. The project culminates with two sporting events, one inside the school when the dads and lads compete together for a trophy and an interschool competition where the schools compete against each other in a local sports centre. As well as testing sporting skills, the competition includes questions on the books they have been reading. Certificates and trophies are awarded.</p> <p>The projects last six weeks, after which the resources remain with the school for future use with other pupils (of both sexes) and their families.</p> <p>At the moment there are four schemes in operation:</p> <p>Dads and Lads –for Nursery and Reception. This uses the 'Top Tots' sports bag and appropriate picture books and action poems. Dads practice a guided activity each week, and also share a book and a poem.</p> <p>Dads and Bigger Lads – for Key Stage 1 and 2 boys, and similar to Dads and Lads. Schools are provided with specific sporting equipment.</p> <p>Dads and Lads Rugby – aimed at Years 5 & 6. Developed in partnership with the English Rugby Union Development team, this scheme concentrates on writing and practising basic rugby skills.</p> <p>Howzat! Dads and Lads – for Key stage 2 & 3. Developed in</p>

<p><i>An element of competition is introduced, as studies have shown men tend to respond well to this</i></p> <p><i>The scheme is widely promoted across the county</i></p>	<p>partnership with the England and Wales Cricket Board, this programme provides schools with high quality cricket equipment, fiction books and specially designed work cards to demonstrate cricket skills and reading and research skills.</p> <p>As research has shown men tend to like an element of competition, the schemes culminate in an inter-school competition at which a trophy is awarded to the winning school in each area and everyone who has taken part is presented with a certificate to recognise their achievement.</p> <p>The scheme is promoted in schools, libraries, sports clubs, football clubs and swimming pools in Lancashire. Free bookmarks list further recommended stories for dads to continue sharing to help develop a permanent reading habit.</p>
<p><i>The local LEA runs the programme in partnership with a number of other organisations. Funding is also from a variety of sources</i></p>	<h3>Who was involved?</h3> <p>The programme is run by Lancashire LEA Advisory/Support Service, with funding from Adult Education sources, SRB, NRF and the Children's Fund</p> <p>Partnerships have developed with:</p> <ul style="list-style-type: none"> • LEA's Advisory service, Parental Involvement team, and Adult and continuing education service • England and Wales Cricket Board • English Rugby Union Development team • FE colleges • nurseries and nursery nurses, • head teachers and schools • parents.
<p><i>Initial results are good and include a more positive attitude to reading and improvements in sporting skills</i></p>	<h3>What did it achieve?</h3> <p>The project first started in 1999 and by summer 2003 had involved 3700 dad/lad pairs:</p> <ul style="list-style-type: none"> • school staff have noticed a positive change in attitude to reading by those involved in the programme • resources from the scheme have provided subsequent benefits to participating schools • sporting equipment has been beneficial in skill improvement.

<p><i>Other feedback has shown a noticeable improvement in Dads' involvement in school activities</i></p>	<p>Feedback and evaluation forms further suggest:</p> <ul style="list-style-type: none"> • there has been a noticeable improvement in Dads' involvement in school activities; in one school fathers from the project have gone on to be engaged on the 'Better Reading Scheme' • school staff report an improvement in some boys' reading ages • library staff have reported increased interest in and knowledge of reading material by fathers and boys • evaluations from one recent Neighbourhood Renewal Fund scheme suggested a significant number of dads/lads shared literacy tasks for more than two hours a week. <p>In addition to achieving its main aims, the pilot also reported:</p> <ul style="list-style-type: none"> • improved home/school links • improved working partnerships with a variety of professionals • improved physical activity for children at a time when research indicates children take less exercise and schools have reduced PE lessons.
	<h3>Check list</h3> <p>A Dads and Lads-type scheme could operate in any area. Information on setting up such a scheme can be obtained from the contact below. The following considerations should be taken into account:</p> <ul style="list-style-type: none"> • you need to build strong partnerships in order to get the variety of professional skills needed for a high quality scheme. You should forge links with schools, nurseries, adult education, libraries, sports bodies and parents • an enthusiastic introduction to the scheme for all participants drives the programme • the organisers suggest the importance of ensuring that the funding and budget are properly costed and at a level to ensure organisers are not too overstretched or have to rely too heavily on goodwill • as the project gathers momentum and people want to be involved, you should build on the success and evidence to target any specific needs perceived in an area (i.e. particular groups, age groups etc) • ensure monitoring and evaluation to include qualitative as well as quantitative assessment through questionnaires, interviews and follow-up visits • follow up the scheme with a regular input of recommended

books to nurseries and schools to build on the foundation laid by the scheme

- follow-up with visits to the local library to encourage parents to join
- ensure that there is display and promotional material at venues such as the local library, schools, sports centres etc.

Contacts

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renewal.net Case Study

The Karrot Project, Southwark



Case Study

The Karrot Project, Southwark

Summary

Set in the London Borough of Southwark, the Karrot Project is a multi-agency partnership between the borough council, the police, the Youth Offending Team (YOT), the Education Welfare Service and local schools. It is supported by

- local, national and international businesses;
- sporting clubs; and
- theatrical companies.

The project aims, through a mixture of rewards, activities and computing opportunities,

- to tackle truancy and poor attendance within schools;
- to see a consequent reduction in crime and the fear of crime; and
- to encourage good citizenship and positive behaviour.

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<p><i>The project aimed to improve school attendance and thus reduce crime and promote good citizenship</i></p>	<h2>Aims/Objectives</h2> <p>The Karrot Project was set up with three main objectives:</p> <ul style="list-style-type: none"> • to tackle truancy and poor attendance within schools; • to achieve a consequent reduction in crime and the fear of crime; and • to encourage good citizenship and positive behaviour
<p><i>Southwark, in South London</i></p>	<h2>Where</h2> <p>The project was set up in the London Borough of Southwark, which contains approximately 48,000 young people aged between 5-19. The borough, despite ranking in the indices of social deprivation as the 9th most deprived borough in England and Wales, has made demonstrable improvements in school attendance figures due in a large part to the proactive attitude of its Educational Welfare Service which engages in a number of attendance strategies and projects, including partnership projects.</p> <p>In the period from 1997 – 2002, primary attendance in Southwark improved by 0.7%, against a national increase of 0.2%. At secondary school level, attendance over the past 5 years has risen by 2.8%, compared with a 0.1% national increase.</p> <p>Southwark suffers from a high incidence of youth crime and antisocial behaviour, and it was felt by various authorities that addressing truancy and poor attendance would be an essential first step in tackling this problem.</p>
<p><i>A partnership team has set up a reward card scheme, an activities programme and a mobile Internet café – access to all of which is linked to attendance records and school performance</i></p>	<h2>How did it do it?</h2> <p>Southwark council, in association with Southwark Police Partnership Team, and the borough YOT, approached the Treasury's Invest to Save Budget (also known as Venture Capital), and were awarded £875,000 for the implementation of the initial two year project. Karrot hopes to secure long-term core funding by demonstrating the substantial savings that can be made across agencies by encouraging and supporting good school attendance, behaviour and citizenship. It was estimated that potential savings in the region of £1.5m might be made during the first two years of Karrot.</p> <p>The Partnership Team (which included council, police, YOT and</p>

education representatives) secured extra funding from both large and small companies in the private sector. This ranged from a few hundred pounds from small local organisations up to tens of thousands from companies such as PriceWaterhouse-Coopers, McDonalds, Dorling Kindersley, Barclays Bank, Integris and Leo Burnett. Karrot is currently working with over 70 organisations such as The Financial Times, Eurostar, Matrix, Nestle, Nescafe, The London Dungeon, HMS Belfast, Kiss 100 Radio and various sporting bodies including the London Broncos and Surrey County Cricket Club. The current project funding stands at over £2m, largely from the private sector.

The Karrot Reward Scheme is split into 3 main areas:

- The Karrot Reward Card. Implemented amongst 11-15 year olds in 13 mainstream schools, three pupil referral units and two special needs schools in Southwark. The card is personal and registers daily points for attendance, for improvements in attendance, good behaviour, good schoolwork, wearing the school uniform or even producing a sick note to explain absence, and continuing into after-school activities. However, if the attendance rate falls below 70% for an entire week, then the child receives no points for that week. The Karrot Reward System is to be installed in the borough's youth clubs to enable the scheme to be in operation throughout the day - from early morning, right through to when the youth clubs close. Rewards begin small (stationery, a calculator) and build up. A class can pool its points for a trip (for instance, to Kiss 100 radio or an overnight stay on HMS Belfast)
- The Karrot Activities Programme involves children in sports and the arts and works on the basis that children respond well to 'cool' - a 7ft tall Nike-clad basketball player has a bigger impact on a child than a Police Officer in full uniform. Initially, the sports activities were centred at the schools, so children made the connection between the activity workers and the scheme. The scheme has been supported by a range of sporting clubs such as The London Knights (Ice Hockey), The London Towers (Basketball), Millwall FC, The London Broncos (Rugby League), and Surrey County Cricket Club. Additionally, Karrot provides artistic experiences from organisations such as The London Bubble Theatre Company, Young at Art and Point Blank (DJ + Mcing Company).
- The Karrot Internet Café is a mobile internet facility housing 12 flat screen 15 inch Dell monitors. Each 1.8 gigabyte system is connected to a CD Rewriter, fax, scanner, printer and an interactive 'smart board' - in effect, a touch screen computer which can be used as a teaching tool by the activity leader to enhance the learning experience. The Internet Café was built from scratch from a disused bus, with a satellite dish that can

	<p>be directed to receive the best possible connection. The Café initially visits schools to introduce the children to the facility and the project leaders. The Café is then available on various sites within the borough between the hours of 3pm and 9pm. The Karrot Café is supported by the Karrot website. This safe site will lead young people in five languages through what Karrot has to offer, including what the reward points can buy, updates of services and a direct link with the project leaders to make suggestions or complain. This is important, so that children feel involved at every stage of the project and can be reassured that the project is there for them. All comments that the children send are read and replied to as appropriate.</p>
	<p>Who was involved?</p> <p>The Karrot project works as a collaboration between the police, the Southwark Youth Offending Team, the Council and the Education Welfare Service.</p> <p>The core funding is provided by:</p> <ul style="list-style-type: none"> • HM Treasury Invest to Save Budget www.isb.gov.uk • The London Borough of Southwark www.southwark.gov.uk • The Metropolitan Police Service www.met.police.uk <p>Activity Partners are:</p> <ul style="list-style-type: none"> • Point Blank • London Broncos • London Knights • London Towers • Millwall FC • Young @ Art • London Bubble Theatre Company • Surrey CCC
<p><i>The programme has secured significant involvement from the private sector and of local organisations like Surrey CC and Millwall</i></p>	<p>What did it achieve?</p> <p>The initial two-year programme finishes at the end of 2003 and the board are seeking continuing funding.</p> <p>Southwark now has secondary attendance at a record level during the lifetime of the LEA, while, overall, in 2001-2, school attendance in Southwark was amongst the highest of the Inner London LEAs at</p>

<p><i>FC; activities have reached a large number of young people – and attendance has improved</i></p>	<p>both primary and secondary levels. The target is to increase secondary attendance from 2002's 90.9% to 93.5% by 2005.</p> <p>The Education Welfare service considers “that the trend towards increasing levels of attendance within the borough has been directly linked to the proper recording, referral and processing of unauthorised absence, and partnership activities.”</p> <p>Because the Southwark Education Welfare service is involved in a number of different attendance strategies and partnerships it is impossible to estimate the extent of the Karrot project's contribution to these significantly improved figures. However:</p> <ul style="list-style-type: none"> • The sporting and artistic organisations involved donated 8,000 family tickets for attendance to their home venues. As the involvement and support of a child's family is important when tackling attendance and truanting issues, this further supported the Karrot initiative; • The Karrot Mobile Internet Café and Karrot Activities Programme have so far worked at 64 venues across Southwark, including every state-funded secondary school, special needs school, pupil referral-unit and residential centre. • In the period 01/01/02 – 07/04/02 the Karrot Mobile Internet Café was actively deployed for 191hrs and engaged 1010 young people; while between 08/06/02 – 05/10/02, it was actively deployed for 426 hrs and engaged 1973 young people; • In the period 03/09/01 – 07/04/02 Karrot Activity Workers actively provided 1,504hrs of sessions for 5,491 young people; • In the 6-week summer holiday period 22/07/02 – 29/08/02 the Karrot Activity Workers provided 627.5hrs activities to 1,838 young people; • For the 2002 winter school term the Karrot project issued 4542 rewards to the young people of Southwark, including; 1964 £10 WH Smith vouchers, 2257 Adult UCI Cinema tickets, 2640 Youth UCI Cinema tickets, and 4542 Karrot Radios; the best student in each year group also received a headline prize, which for this term was a Sony Mini Hi-fi system.
	<p>Check list</p> <p>The Karrot project is taking an innovative approach, by recognising that attendance problems have many causes and many outcomes and tackling them in a multi agency fashion by means of rewards rather than sanctions.</p>

Find out from your LEA what the truancy figures are in your locality. Are they stable, improving or worsening? Ask what initiatives are currently under way and whether they are over-arching or confined to specific schools/pupils. Are they succeeding?

Do low attendance and truancy cause other problems in your neighbourhood? Arrange a meeting with council, school, business, police and community representatives to identify specific problems, and brainstorm solutions. Discuss whether rewards, or sanctions or a mixture of both would be likely to produce the most efficient solution.

Is there a proactive Educational Welfare service in your locality? Arrange a meeting with them and establish how possible it might be to establish a partnership scheme.

Discuss whether the involvement of several agencies working together would be beneficial. How could you ensure that the benefits outweigh the costs? Would such a scheme be supported by local parents? How could you persuade the community at large that rewards are an appropriate way of tackling poor attendance?

This type of project will only work with the full co-operation of local schools. What current arrangements do they have for monitoring attendance and how much would these need to be adapted so that they could be integrated and tailored to a rewards system? Do they have reservations, and if so, how can these be overcome?

Find out whether the technology needed to install reward cards could be combined into existing electronic registration schemes. If it cannot, can you identify alternative ways of running such a scheme? Could a big computer company be persuaded to help with the technology?

Evaluate means of raising funding. Can the council be persuaded of the benefits to other areas of its budget to commit funds? Armed with a portfolio of facts and an outline of the proposed solution approach local businesses, national businesses, local radio stations for sponsorship and publicity.

Local sports clubs are particularly likely to yield up potential role models for young people. How might you persuade the major local football club or similar to back an attendance scheme with words and actions as well as gifts?

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renewal.net Case Study: North East England 

Hartlepool School Sport Co-ordinators Programme



Case Study

Hartlepool School Sport Co-ordinators Programme

Summary

The national School Sport Co-ordinators Programme, which has been running since 2000, is an initiative which aims 'to provide creative, sporting, physical and outdoor activities that have clearly defined learning objectives to promote pupils' well being and contribute to their personal and social development'.

The Hartlepool School Sport Co-ordinators Partnership is a very good example of a local Partnership that is working well in implementing an innovative, inclusive and extended physical exercise and school sports programme.

This case study outlines the development of the Partnership and highlights one of its most successful projects - the multi sports activity afternoon. This case study also briefly looks at what the Partnership and the project have achieved, and presents a check list of key lessons learned, for those wishing to develop a similar initiative.

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	<h2 style="text-align: center;">Aims</h2>
<p><i>The Hartlepool School Sport Co-ordinators Partnership aims to tackle disadvantage and disaffection amongst young people by providing a co-ordinated programme of in and out of school hours sports activities.</i></p>	<p>The School Sport Co-ordinators Programme, which has been running since 2000, is a national initiative which aims ‘to provide creative, sporting, physical and outdoor activities that have clearly defined learning objectives to promote pupils’ well being and contribute to their personal and social development’.</p> <p>There are now over 140 School Sport Co-ordinators Partnerships active throughout the UK, and the Hartlepool School Sport Co-ordinators Partnership is a very good example of a Partnership that is working well in implementing an innovative, inclusive and extended physical activity and school sports programme.</p> <p>The Hartlepool School Sport Co-ordinators Partnership aims to tackle disadvantage and disaffection amongst young people by providing a co-ordinated programme of in and out of school hours sports activities.</p>
	<h2 style="text-align: center;">Where?</h2>
<p><i>This School Sport Co-ordinators Partnership operates in Hartlepool, in the North East of England.</i></p>	<p>The Hartlepool School Sport Co-ordinators Partnership incorporates every primary and secondary school in Hartlepool, in the North East of England.</p> <p>The Index of Multiple Deprivation indicates that Hartlepool is the 8th most-deprived district out of 354.</p> <p>The ward-based ranking list has this year moved Hartlepool from 73rd to the 25th worst out of 157.</p> <p>Enumeration district (ED) ranking, which measures the proportion of EDs in the worst 7 per cent of EDs in England, has moved Hartlepool from 115th place to the 15th most deprived out of 252.</p> <p>These changes indicate that there are many parts of the Borough where economic, social and environmental conditions have not only failed to improve, but have in fact deteriorated during the 1990s, compared with other areas of the country which were equally deprived at the start of the decade.</p>

	<p>How does it do it?</p>
<p><i>A partnership was set up and a full-time Development Manager employed to co-ordinate the work of the School Sport Co-ordinators and Primary Link Teachers who work to develop in and out of hours school sports activities.</i></p>	<p>Early in 2001, Hartlepool Borough Council successfully applied for funding to become a Sport England approved School Sport Co-ordinator Partnership.</p> <p>The application secured £540,000 of funding over three years, £470,000 of which was awarded directly from Sport England. The remainder was secured from partner schools, New Deal for Communities, Health Action Zone and Excellence in Cities finance.</p> <p>The Hartlepool School Sport Co-ordinators Partnership was established with the aim of supporting the Local Education Authority's Education Development Plan:</p> <ul style="list-style-type: none"> • to address the issue of lack of physical activity amongst school-age young people, but particularly focusing upon disaffection from physical education and school sport and targeting disadvantage; and • to narrow the attainment gap and tackle underachievement by improving the quality of teaching and learning in physical education and sport for pupils from areas of social deprivation. <p>The Hartlepool School Sports Co-ordinator Partnership</p> <p>The Hartlepool School Sport Co-ordinator Partnership was set up demonstrating the Sport England preferred model for a partnership. The Hartlepool Partnership is based around a hub sports college and its partner secondary schools, each with five cluster primaries.</p> <p>The Partnership Development Manager</p> <p>A full-time Partnership Development Manager was employed to strategically develop the Partnership and co-ordinate the work of the other partners.</p> <p>The Development Manager's key responsibilities include: linking and networking with the relevant partners; developing funding opportunities; and monitoring the programme and reporting to funding partners.</p> <p>The School Sport Co-ordinators</p> <p>A physical education teacher is released from each secondary school two days a week to allow them to take on the role of a School Sport Co-ordinator. The School Sport Co-ordinators primarily work to develop excellent physical exercise and school sport provision for</p>

pupils for at least two hours per week.

The main role of the School Sport Co-ordinators is to co-ordinate the activities of the cluster of schools to ensure effectiveness and efficiency.

Primary Link Teachers

A teacher from each primary school or special school is released for 12 days each year to allow them to become Primary Link Teachers. Primary Link Teachers aim to raise the overall standards of physical education within their own school. They can do this by organising high quality sports training provision through networking with other sports professionals involved in the Partnership.

The Primary Link Teacher is responsible for managing the development and delivery of a physical education and out of school hours sport programme within their school, complementing overall school development.

The work of the Partnership

The Partnership Development Manager successfully secured an extra £131,098 of New Opportunities Fund finance in 2002 to support targeted sports activity to address the needs of pupils from disadvantaged backgrounds.

Each school has produced its own action plan to address the specific needs of its pupils. From these action plans, and in negotiation with the partner schools, a Partnership Development Plan was produced. New Opportunities Fund finance has allowed the Partnership to push ahead with setting up activities to address the aims of this plan.

This inventive sports programme is running across the schools, within and outside normal school hours, and includes:

- a multi sports activity afternoon project;
- girls' football training sessions;
- gymnastics clubs;
- dance clubs;
- a trampoline club;
- a boys' hockey project;
- a girls' leisure project;
- a downs/dyspraxia club;
- a transition holiday club;
- an outdoor and adventure club;
- a tri-golf project;
- a non swimmers' project;
- a girls' football project;

- a table tennis project;
- a lunchtime skipping project; and
- a volleyball club.

The next section of this report looks at one of the Partnership's projects that is achieving success in widening pupils' access to a whole range of sport activities and in promoting the links between participation in sport and learning.

Multi sports activity afternoon

One of the Partnership's most innovative projects is the multi sports activity afternoon.

The school involved organised a schedule of sports activities for pupils to take part in each Friday afternoon. The activity afternoon was designed to provide a diversity of recreational and sports activities for pupils who had previously had limited access to sporting opportunities, in and out of school.

Pupils from the school are able to access a wide variety of sports activities, from archery and rock-climbing to basketball and table tennis, and they are able to determine their own activity programme with the support of the teachers and support workers involved.

The inclusive programme allows 82 pupils each year, aged from 11 to 19 years (all Key Stage 3 and 4 pupils and post 16 students) with a range of learning, behavioural and physical disabilities, to access sports activities suited to their own level of ability.

Participating pupils are supported by teaching assistants, lunchtime supervisors, teachers, National Governing Body coaches and sports development officers.

Junior Sports Leader Award (JSLA) students, from Key Stage 4, also help out with Key Stage 3 activities. These students are provided with the opportunity to help other pupils develop sports ability while at the same time develop their own leadership and coaching skills.

The Rossmere Resource Centre, the Hartlepool Marina and the Sumerhill Outdoor Adventure Activity Centre are the main facilities used by the Partnership for this project at present, although the Partnership does plan to make use of other facilities, as and when they become available.

The multi sports activity afternoon was made possible by truncating the school curriculum into 4.5 days. The two hour sport session runs from 1.30pm to 3.30pm every Friday. Running costs for this project's last annual reporting period totalled £9,273.

	<h2 style="text-align: center;">Who is involved?</h2>
<p><i>The Hartlepool School Sport Co-ordinator Partnership involves a number of partners and all of the schools in Hartlepool.</i></p>	<p>The national School Sport Co-ordinators Programme is a multi-agency initiative, involving: The Department for Education and Skills; the Department for Culture, Media and Sport; the New Opportunities Fund; the Youth Sport Trust; the British Association of Advisors and Lecturers in Physical Education; and the Physical Education Association UK.</p> <p>The Hartlepool School Sport Co-ordinators Partnership involves all of the schools in Hartlepool. Each primary school donates £100 and each secondary school £1,000 each year to the budget, to help towards the activity costs.</p>
	<h2 style="text-align: center;">What has it achieved?</h2>
<p><i>The Hartlepool School Sport Co-ordinator programme has been very successful in increasing pupils' access to high quality physical and sports activity, in and out of normal school hours.</i></p>	<p>The Hartlepool School Sport Co-ordinator programme has been very successful in increasing pupil's access to high quality physical and sports activity, within and outwith normal school hours. This in turn has improved levels of physical exercise amongst pupils, which has a positive effect on the health and well-being of those who participate. The work of the partnership is also beginning to show results in raising overall standards of pupil achievement. OfSTED reports highlight that 'the Programme is making a significant difference to the quality of work in the secondary schools observed and the 'family' of local primary schools'.</p> <p>The Partnership work has been so successful because it has enabled a wide diversity of sports provision to be made freely available for everyone to enjoy.</p> <p>The Partnership Development Manager firmly believes that the success of the programme is testament to the dedication of the School Sport Co-ordinators in each of the secondary schools, who have worked hard to bring together the Primary Link Teachers as a 'family', working together to develop out of school hours opportunities and on curriculum planning. OfSTED reports note that 'co-operation between the schools has been strengthened through the expansion of opportunities in and beyond the curriculum', and that this is 'helping to raise the aspirations, confidence and self-esteem of both teachers and pupils'.</p> <p>The work of the Partnership will certainly help progress toward the</p>

core target set out in the first national strategy for physical education and school sport – to increase the percentage of 5-16 year olds who spend a minimum of two hours each week on high quality physical education and school sport within and beyond the curriculum from 25% in 2002 to 75% by 2006.

A recent New Opportunities Fund annual monitoring report found that 2,292 people have benefited from the Hartlepool School Sports Co-ordinator Partnership activities during the last reporting period, from Sept 02 – Aug 03, against a target figure of 1362. In addition, 35 volunteer places have been created in the last year, further enhancing links between schools and the local community, and giving people the opportunity to develop skills they can later utilise in other areas of their life.

What has the multi sports activity afternoon achieved?

The multi sports activity afternoon has proven to be a very successful project. Originally, the funding was targeted at a maximum of 15 pupils, however the same level of funding is now having a positive impact on more than 70 students. Two of the pupils have moved on from the leadership training course to find employment locally, one with Hartlepool United Football Club and one with Sports Development. Because of this, a second leadership course had recently been developed. As new opportunities arrive, the school is making use of them and giving the pupils the chances to access new activities that had previously been beyond them. This in turn has allowed them to develop as individuals.

All the pupils are eager to participate in the project, and organisers report that the pupils really enjoy the activities on offer. Pupils are now more motivated to engage in sports activities than they were previously, and they have developed more confidence in their ability to do well in sports and be proud of their achievements. Staff also report that behaviour levels around the schools have improved since the project was started.

The school has also applied for Sportsmark Gold as a consequence of the impact of the project on its physical exercise and sports provision. Sportsmark Gold is awarded by Sport England to schools that offer an exceptional level of provision in all areas of physical exercise and school sport, both in and out of school hours.

It is hoped that the work of the Partnership will encourage pupils to continue participating in sport and physical exercise and to adopt healthier lifestyles in later life.

	Check list
	<p data-bbox="537 405 1321 468">Key Lessons from the Hartlepool School Sport Co-ordinators Partnership:</p> <ul data-bbox="537 552 1438 989" style="list-style-type: none"><li data-bbox="537 552 1438 646">• It is important that time is spent with your partner organisations determining 'tight' costings when pulling the plans together. This would have saved much of the re-writing needed.<li data-bbox="537 684 1438 747">• Know your partners. The more partners' strategic plans interlink, the more effective they become.<li data-bbox="537 785 1438 888">• Undertake an early audit of need. This would have been achieved had the programme lead person been in post first rather than last and able to set up effective inset for the programme personnel.<li data-bbox="537 926 1438 989">• Monitoring of projects needs to be rigorous at all levels. This will inform future planning more effectively.

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renewal.net Case Study 

Improving physical activity in a rural primary school in Shropshire



Case Study

Improving physical activity in a rural primary school in Shropshire

Summary

This case study focuses on the work undertaken by one rural primary school in Shropshire to improve their whole school provision of physical activity using the guidance and support of the local healthy schools programme.

Physical education and sport are now well established in the school's culture, and pupils' attitudes and fitness levels have improved significantly.

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	Aims/Objectives
<i>The project sought to develop a whole school approach to improving physical education and sport</i>	<p>The project aimed to implement a whole school approach to improving the school's provision of physical education and sport.</p> <p>A number of factors in 2003-3 prompted the head teacher to take action:</p> <ul style="list-style-type: none"> • An awareness of both national and local publicity highlighting the decreasing physical fitness of children • Observation by school staff of pupils struggling when taking part in cross-country walking • Observation of pupils' negative attitudes towards physical education (PE).
	Where
<i>West Midlands</i>	The focus was a small rural primary school in Shropshire in the West Midlands.
	How did it do it?
<i>The project involved consultation and need analysis, auditing current practice and setting priorities.</i>	<p>The school had previously worked with the local healthy schools programme using tools and support provided by the programme to address the emotional health and wellbeing and Personal Social and Health Education (PSHE) themes. It decided to work within the same framework of support in addressing the physical education and sport theme.</p> <p>The healthy schools programme supported the school to develop processes for consulting with the whole school community. As a result pupils developed a questionnaire to identify current levels of pupil participation in clubs and activities both in and out of school and to identify the kind of physical activities that pupils would like to have in school.</p> <p>The questionnaire was used to survey all pupils in Years 3 to 6. In addition, the pupils took their questionnaires home to discuss them with their parents. As part of the survey, pupils in Year 3 worked with the younger ones in their classes.</p>

	<p>Pupils collated information in a database, displayed their results and presented their findings to their classes and to the head teacher and governors.</p> <p>One of the survey findings was that the nearest out of school activities were seven miles away from the local community and that this presented problems of accessibility for some families.</p> <p>The school was supported by the local healthy schools programme in auditing their provision of PE and sport against the criteria provided in the healthy schools audit tool. They were then supported in identifying priorities for action.</p> <p>A range of activities were identified including:</p> <ul style="list-style-type: none"> • introducing a whole school swimming programme • reviewing the school's PE policy • enhancing after-school provision of physical activity. <p>Through attending network sessions facilitated by the healthy schools team the staff from the school were helped in identifying local agencies that could support them in taking forward the action they had identified.</p> <p>Representatives from the local healthy schools programme undertook a half-day visit to validate the activities that had been implemented by the school against the criteria for the PE and sport theme. The validation process involved talking to staff, parents, pupils and governors and reviewing documentation.</p> <p>The healthy schools network sessions also served to enable the school to share their practice and learn from action taken by other schools in the local vicinity.</p>
	<p>Who was involved?</p>
	<ul style="list-style-type: none"> • School governors • Local healthy schools programme co-ordinators • Parents/carers

	<ul style="list-style-type: none"> • Pupils • Senior managers • Support staff • Teaching staff • Voluntary sector.
	<p>What did it achieve?</p>
<p><i>PE and sport are now well established in the school's culture, and pupils' attitudes and fitness levels have changed.</i></p>	<ul style="list-style-type: none"> • The school's PE policy was reviewed • PE time per week was increased for Key Stage 1 and 2 • Fitness was introduced into the planned PE curriculum including pre and post tests • An external consultant led games workshops for pupils and staff including lunchtime supervisors to involve the children and break and lunchtimes • The school introduced weekly dance and football after-school clubs and a lunchtime physical activity club • The school now employs a specialist PE teacher. <p>The head teacher has reported:</p> <p><i>“PE & sport is now an established part of the school's culture. It is now very important in school and the governors and staff do not mind the increased spending for coaches and swimming, despite the increase in school numbers and that organisation has become more difficult. There is a marked difference in pupils' attitudes and a measured difference in their fitness. They run the cross-country now and they love it. All are appropriately dressed.”</i></p>

	<h2>Check list</h2> <p>Schools particularly value the following support provided by local healthy schools programmes:</p> <ul style="list-style-type: none">• Guidance on staff, parent and pupil consultation processes• Practical tools with which to audit current provision• Criteria for addressing a whole school approach• Access to training and network sessions• Signposting to sources of external support.
	<h2>Contacts</h2> <p>Frances Phelps Education Advisory Service, Shropshire Education Services Shirehall Abbey Foregate Shrewsbury Shropshire, SY2 6ND</p> <p>To find out more about the National Healthy Schools Programme, including local healthy schools programme coordinator contact details, visit www.wiredforhealth.gov.uk</p>