

PERTH AND KINROSS COUNCIL

Lifelong Learning Committee – 15 August 2012

SPORTS COMPREHENSIVE PROGRESS UPDATE

Report by Executive Director (Education and Children's Services)

ABSTRACT

This report is to provide a further update to Committee on the progress in developing the joint Sports Comprehensive initiative involving St John's Academy and Perth Grammar School.

1 RECOMMENDATIONS

It is recommended that the Committee:

- 1.1 Notes the outcome of the Extended Learning and Achievement Visit (Attached in Appendix 1); and
- 1.2 Agrees the areas for improvement from the Extended Learning and Achievement Visit are used to update the Sports Comprehensive Action Plan.

2 BACKGROUND

- 2.1 The enhanced comprehensive model is based on the development of an area of specialism, in this case sport, which is expected to add value in all aspects of school life. Schools adopting the enhanced Sports Comprehensive model are encouraged to build on their existing strengths and to serve the community as a whole, with a focus on the provision of opportunities for sport and physical education. It is intended that being a Sports Comprehensive will involve commitment across the whole school.
- 2.2 Following approval of this initiative by Lifelong Learning Committee on 10 March 2010 (Report No 10/147 refers), Perth Grammar School and St. John's Academy have been working together to implement an action plan, and a progress update was reported to Lifelong Learning Committee on 23 March 2011 (Report No 11/131 refers). The report at that time clearly illustrated the wide range of activities on offer across each school, demonstrating a partnership approach to the delivery of the project whilst maintaining the individual identity of each establishment.
- 2.3 Committee requested that a further evaluation of the project was undertaken to evidence the impact that the additional resources have had across the schools and that a progress report was brought to a future meeting.

3 PROGRESS

- 3.1 In response to the request from Committee, it was agreed an Extended Learning and Achievement Visit would be carried out towards the end of the

2011/12 academic year to evaluate the impact of the project in more detail. An evaluation team comprising officers from across Education and Children's Services was established and subsequently visited St. John's Academy on 20 June and Perth Grammar School on 22 June 2012.

- 3.2 The evaluation report has been included in Appendix 1 of this report and details a range of strengths and areas for improvement which will assist both schools in the future development of the project. The following sections summarise some of the main learning points contained in the report.
- 3.3 It should be noted that the overall impression from the visits was extremely positive. The evaluation team acknowledged that a range of factors were having a positive influence on the ethos in both schools, however it was clear that the Sports Comprehensive model had played an important part in the development of both schools over the last 3 years.
- 3.4 A key success factor identified through the visits was the drive and leadership being shown by the PE Departments in both schools, and this was supported by both staff and pupils. The senior management teams should now consider how they can build on this success and further develop the Sports Comprehensive approach across the subject areas.
- 3.5 The visit identified particular strengths in the promotion of inter-disciplinary learning between departments and in some cases across both schools. This has resulted in a number of innovative projects with a particular focus on delivering Health & Wellbeing outcomes.
- 3.6 Examples of this were the links between design and technology and home economics in developing the "Fit to Eat" project across both schools, and also the competition across both schools to design a new rugby shirt for the inter-school rugby team.
- 3.7 The children interviewed were enthusiastic about the project, and the school ethos in both Perth Grammar and St. John's was very positive. Achievement is being recognised across the schools, and children are being actively supported and encouraged to participate in different sports and to gain experiences and qualifications.
- 3.8 Both schools were developing leadership skills in senior pupils and there was good evidence of the partnerships that were being developed out with the classroom to support the delivery of the project.
- 3.9 It was important to note the positive progress being made overall with the project and that the additional resources allocated to the project were being used well. The evaluation team found the return on investment and impact of the project was higher than expected given the level of funding allocated to the project.

4 NEXT STEPS

- 4.1 Both schools will require to update the Sports Comprehensive Action Plan from 2012 on how they will take forward the key improvement areas. This will be monitored by the Sports Comprehensive Project Board and Project Team.

5 CONSULTATION

- 5.1 The Head of Democratic Services, Head of Legal Services, St. John's Academy and Perth Grammar School have been consulted in the preparation of this report.

6 RESOURCE IMPLICATIONS

- 6.1 1.4 FTE teachers have been allocated to take forward the Sports Comprehensive at St John's Academy and Perth Grammar.

7 COUNCIL CORPORATE PLAN OBJECTIVES 2009-2012

- 7.1 The Council's Corporate Plan 2009-2012 lays out five Objectives which provide clear strategic direction, inform decisions at a corporate and service level and shape resources allocation. They are as follows:-

- (i) A Safe, Secure and Welcoming Environment
- (ii) Healthy, Caring Communities
- (iii) A Prosperous, Sustainable and Inclusive Economy
- (iv) Educated, Responsible and Informed Citizens
- (v) Confident, Active and Inclusive Communities

This report relates primarily to contribution of the Sports Comprehensive initiative to the achievement of objective (iv) Educated, Responsible and Informed Citizens.

- 7.2 The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area:

- Learning: Realising Potential

8 EQUALITIES ASSESSMENT

An equality impact assessment needs to be carried out for functions, policies, procedures or strategies in relation to race, gender and disability and other relevant protected characteristics. This supports the Council's legal requirement to comply with the duty to assess and consult on relevant new and existing policies.

The function, policy, procedure or strategy presented in this report was considered under the Corporate Equalities Impact Assessment process (Eq1A) with the following outcome:

- i) Assessed as **not relevant** for the purposes of Eq1A

9 STRATEGIC ENVIRONMENTAL ASSESSMENT

- 9.1 Strategic Environmental Assessment (SEA) is a legal requirement under the Environmental Assessment (Scotland) Act 2005 that applies to all qualifying plans, programmes and strategies, including policies (PPS).
- 9.2 The matters presented in this report were considered under the Environmental Assessment (Scotland) Act 2005 and no further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

10 CONCLUSION

- 10.1 This report details the findings of an Extended Learning and Achievement Visit carried out in June 2012 to evaluate the impact that the additional resources allocated to the joint Sports Comprehensive has had on learning and achievement across both schools.
- 10.2 The findings of that visit demonstrated that the additional investment allocated to St. John's Academy and Perth Grammar School has made a positive contribution to the development of interdisciplinary learning across a range of subjects and helped to create a positive learning environment for pupils. A range of strengths and areas for improvement have been identified and these will assist in the future implementation of the initiative.

JOHN FYFFE

Executive Director (Education and Children's Services)

Note: No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

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Appendix 1 Extended Learning and Achievement Visit Report

If you or someone you know would like a copy of this document in another language or format, (on occasion only, a summary of the document will be provided in translation), this can be arranged by contacting *The Communications Manager*
E-mail: ecsgeneralenquiries@pkc.gov.uk



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**Perth and Kinross Council
Education and Children's Services**



**Extended Learning and Achievement Visit Report
Sports Comprehensive**

BACKGROUND

To support the schools in the process of continuous improvement, a team of officers from across Education and Children's Services visited St John's Academy on 20 June and Perth Grammar School on 22 June 2012. The subject of the review was to evaluate the impact of the additional investment being made through the Sports Comprehensive Model on learning and achievement.

During the Extended Learning and Achievement Visit, the team carried out discussions with the management team and other staff, observed learning and teaching in classes, and met with groups of children.

The strengths and areas for improvement identified as a result of this visit are recorded below:

Key strengths

- The Sports Comprehensive model is successfully promoting interdisciplinary learning and there were positive examples of this across both schools and in a range of subject areas.
- Both schools were developing leadership skills in senior pupils but this was a particular strength in St John's. The St John's pupils recognised the skills they were developing, and how they could put them to use within the school community.
- The project was making good progress in integrating sport and particularly health and wellbeing outcomes into coursework. This was thought to be a particular strength at PGS where more time had been made available to teachers to allow them to develop new course material.
- The additional resources allocated to the project were being used well. The return on investment and impact of the project was higher than expected given the level of funding allocated to the project.
- Strong leadership by the PE departments in both schools has played a central role in the success of the initiative to date and this was supported through feedback from both staff and pupils.
- Achievement is being recognised across the schools, and children are being actively supported and encouraged to participate in different sports and to

gain experiences and qualifications. This has improved the confidence of pupils and the opportunities available to them in both schools.

- Both schools were improving their links with primaries in their local management group and are using the Sports Comprehensive model to assist providing opportunities to improve the transition to secondary school.
- The children interviewed were enthusiastic about the project and the school ethos in both Perth Grammar and St. John's was very positive. The team recognised the impact and the contribution of the Sports Comprehensive project in this area.
- There was good evidence of the partnerships that were being developed out with the classroom. The wider support from Live Active Leisure at St John's, the library staff at PGS and with local sports clubs was identified by the team.

Areas for Improvement

- Both schools require further work to develop the Sports Comprehensive approach across the subject areas. The suggestion of the whole school interdisciplinary project at the Grammar based on the Commonwealth Games may provide a model that will encourage this.
- There was evidence that staff in some subject areas view the Sports Comprehensive as an addition to the core curriculum and as a result sports related themes are not evident particularly in the middle and senior school. Further development of this area should be prioritised.
- Use of equipment and resources was not always linked to course work and the Sports Comprehensive objectives. Consideration should be given to the use of the funding to release time for staff in these areas to develop course materials under the guidance of the Sports Comprehensive Project Team.
- Pupils were not always aware that their school had adopted the Sports Comprehensive approach and as a result the link between work undertaken in the classroom to the wider project was not always clear. Further work should be undertaken to promote an understanding of the Sports Comprehensive ethos across the schools.
- A more consistent approach to the development of leadership skills in senior pupils across both schools using the Community Sports Leader Award would improve the wider impact of the project. Consideration should be given to extending leadership development across the year groups .
- Opportunities should be provided for joint planning, sharing best practice and developing interdisciplinary learning between departments in both schools. The interschool rugby shirt design competition was highlighted as a positive example of partnership working between the schools.