

**Sport Wales
PESS and PLPS Case Study**

The School's Journey

***'Getting a school hooked on sport':
The Journey of Cadoxton
Primary School***

November 2014

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The School's Journey

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Key Points

- *The School's Journey presents the experiences of Cadoxton Primary in embedding physical literacy across the school using initiatives developed through PESS and PLPS and underpinned by the principles of the Physical Literacy Framework.*
- *Engaging children, staff, parents and the wider community helped to embed Dragon Multi-Skills, Play to Learn and Dragon Tracker App as a cross curricular tool that informed a continuum for progression and provided clarity for assessment in addition to enhancing the competence, confidence and communication skills of a group of targeted children.*
- *This case study highlights how raising awareness of physical literacy and broadening the involvement of staff and parents can significantly enhance the learning experiences of children and help support the wider social agenda.*

The School's Journey

Context

Physical literacy is a holistic concept which can be described as the 'motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.' (Whitehead, 2014). A growing body of evidence strongly suggests that physical literacy not only allows children and young people to fulfil their physical potential, but also improves attention, concentration, engagement and on-task behaviour. This ensures children and young people are 'available to learn' and have the potential to achieve better outcomes through physical, cognitive and affective development. Physical literacy is unique to each individual and considered fundamental for a child and young person's health and wellbeing as well as playing a key role in facilitating academic achievement.

In 2000 a Welsh task force outlined a number of key actions required to improve standards of PE across Wales. As a result the PE and School Sport (PESS) Programme was set up and managed by Sport Wales (funded by the Welsh Government in 2001) and continued until 2014. The primary aim for the programme was to ensure that 'every young person is challenged and supported in PE and school sport'. PESS focused on up skilling the practitioners. High quality provision across curricular, extracurricular and community activity helps to engage children and young people, providing them with positive activity experiences and the skills, confidence and motivation to be 'hooked on sport' for life. The PESS project has developed a suite of professional development courses and resources to support practitioners working with 3 to 19-year-olds (Foundation Phase to Key Stage 4 and above).

Delivery was managed and supported by expert regional consortia teams with an understanding of physical literacy and the ways in which it can be achieved and improved through the curriculum and the wider community. PESS interventions investigated the potential value of using the physical to create and enhance meaningful learning and improve academic achievement through movement. This approach allowed for the creation and development of bespoke, holistic and child-centred interventions driven by need (as opposed to a 'one-size fits all' approach). Dragon Multi-Skills and Play to Learn developed wide reaching and extensive activities which were used as facilitative vehicles, accepting that the stage of development was more important than age.

The bespoke evolutionary nature of PESS has provided an excellent foundation for the new Physical Literacy Programme for Schools (PLPS). The primary focus of PLPS is to create engaging opportunities that meet the needs of every child, helping them to fulfil their full potential.



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Context (Cont.....)

In conjunction with the PLPS a newly developed Physical Literacy Framework (PLF) will provide practitioners with clear expectations that will help track the progress of every child along their physical literacy journey. The implementation of the PLF across Wales will raise the importance of developing a physically literate nation. However, the need to independently collate, review, analyse and evaluate the PESS evidence base and the introductory phase of the PLPS in raising standards across physical literacy, academic achievement and whole school outcomes is paramount.

SPEAR

In October 2014, the Centre for Sport, Physical Education and Activity Research (SPEAR) at Canterbury Christ Church University was commissioned by Sport Wales to independently review the evidence base for the Physical Education and School Sport Programme (PESS), the Physical Literacy Programme for Schools (PLPS) and the Physical Literacy Framework (PLF). Part of this independent review involves the collation, review, selection, secondary analysis and innovative presentation of case studies evidencing and sharing a range of best practice across PESS and PLPS initiatives. As such, the narrative and analysis of this case study has been conducted by SPEAR with the resources provided by Sport Wales. Consent to identify children, adults and organisations within this case study has been granted.

SPEAR is a cross school and cross faculty research centre at Canterbury Christ Church University established to bring together expertise across and outside the university and to facilitate collaborative working. In particular, SPEAR brings together expertise in Sport and Exercise Science, Physical Education, Education, Health and Tourism and Leisure. SPEAR's research has helped guide and inform public policy to increase physical activity and sport participation among young people by identifying the processes most successful in increasing participation. It has provided a rationale for government investment, contributed to the wider evidence base used by policy makers, and steered programme improvements that enhance physical activity opportunities and experiences.

More details on SPEAR and its work can be found at:

www.canterbury.ac.uk/SPEAR



The School's Journey

'Getting a school hooked on sport': The journey of Cadoxton Primary School

Profile

The ability to develop positive lifelong attitudes and behaviours with regard to physical activity is crucial to tackling levels of obesity and improving the health of the nation. With Wales rating second in the world for levels of obesity, a systematic shift in this regard among the Welsh population is fundamental to the health and wellbeing of the society. Along with physical activity, academic achievement is also an independent determinant of a child's health; both aspects are key to the development of positive, healthy, sustainable lifestyles.

PESS and PLPS have used innovative pedagogical approaches to enhance children's physical literacy and support the development of the whole child. Sport Wales, in collaboration with major stakeholders, have produced a Physical Literacy Framework building upon the success of PESS and supporting the new PLPS. The Physical Literacy Framework is a curriculum planning tool that sets out a continuum for development, allowing for progression and assessment of children and young people on their physical literacy journey.

While provision of accessible, engaging physical activity opportunities is important for all children, it is vital for those lacking in motivation, confidence and competence to experience these activities positively. To help these children find a voice through their physical literacy journey the principles of the Physical Literacy Framework must be embedded and reinforced across the curriculum and embraced from a whole school perspective. This case study follows the journey of Cadoxton Primary School in transforming their learning environment using the principles that underpin the Physical Literacy Framework, PESS and PLPS. The aims of the initiatives were to heighten engagement, improve academic achievement and enhance the health and wellbeing of their learners, helping them to achieve better outcomes and become 'hooked on sport' for life.

The School's Journey

The Challenge: What was the problem?

Cadoxton Primary School had identified that poor self-esteem and confidence coupled with poor oracy skills negatively impacted upon their pupils' learning processes. Cadoxton Primary embraced the principles underpinning the Physical Literacy Framework through a series of initiatives that aimed to help children embed basic skills for life, including agility, balance and coordination while simultaneously developing their oracy skills. The school sought to investigate whether children's self-esteem and confidence would improve when speaking and listening skills were developed through physical literacy programmes and resources (Play to Learn and Dragon Multi-Skills) that were child-centred, flexible and innovative, and that focused on the stage and not age of the learner.



Associations between self-esteem, confidence, oracy and learning processes (click picture to play video)

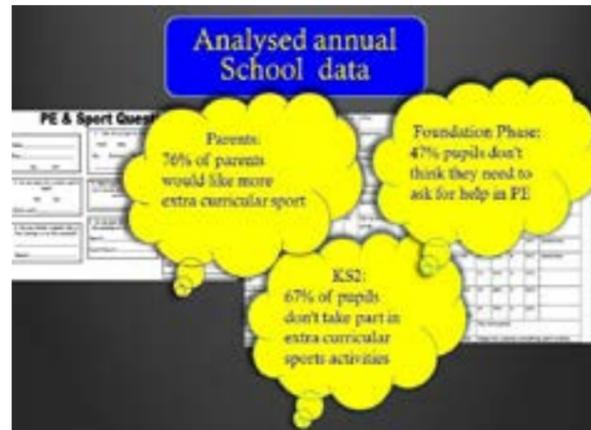


The aims of the intervention (click picture to play video)

With the School Sport Survey indicating that under a half of all learners are confident in participating in PE, enjoy PE or engage in extra-curricular activities (School Sport Survey, 2013) Cadoxton Primary, like many other schools, faced a number of challenges 'hooking their children on sport!' Nevertheless, when asked, over three-quarter of parents welcomed the idea of increased extra-curricular activities and provision that enhanced the learning experiences of their children. For Cadoxton Primary this required adaptation of the whole school's approach to the teaching and learning environment, embedding opportunities to develop and enhance physical literacy throughout the curriculum.

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The Challenge: What was the problem?



A sample of annual school survey data

The Intervention: What did they do?

What was the catalyst for change?

The lead teacher for PE at Cadoxton Primary, Rhian Milton, was a member of the Physical Literacy Experts Group. As a result of the training and mentorship Rhian had experienced through this professional learning community, Rhian wanted to develop an intervention involving the whole school in improving the physical literacy of learners. Staff from Cadoxton Primary could see the links between the 'values' being promoted within their school and the ten high quality outcomes for PE and sport. As a result, and with the support of a PESS mentor, Cadoxton Primary joined a newly established professional network of like-minded schools. As a collective the professional network focused upon high expectations, learner outcomes and the learning environment across the school. To support their physical literacy journey, Cadoxton Primary School received a PESS grant and had access to a PESS mentor for 5 days. Interim meetings took place to share progress and good practice with a PESS mentor and other schools. Staff attended a 'learning walk' to Goetre Primary School to observe good practice and were given time to support the development of resources required for the programme. Staff also attended a dissemination day cascading knowledge and sharing outcomes and evidence for their physical literacy journey.

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The Intervention: What did they do?



10 High Quality Outcomes

Next Steps - where to start?

Cadoxton Primary School wanted to use the concept of ten high quality outcomes as a focus for every PE lesson in an attempt to improve learner attitudes towards PE and sport. The school also believed that the learning environment should reflect the importance of physical literacy within the school and provide continuity across all subject areas. Cadoxton Primary School decided to pilot Play to Learn and Dragon Multi-Skills as curriculum development tools, providing learner-centred and holistic interventions to improve the learning experiences and developmental journey of 30 Key Stage 2 children. Six children identified with low self-esteem (through the Social and Emotional Aspects of the Learning Assessment Tool) were tracked throughout the intervention (intervention group) with a further six tracked as a control (control group). Both groups received one lesson a week focused on a multi-skills session and another focused on creative dance or gymnastics linked to either Play to Learn or Dragon Multi-Skills. The intervention group took part in a further 30 minute structured play and multi-skills session every school day and recorded their perceptions and thoughts through weekly diary entries.

The pilot required support from the class teacher, two LSAs and a research student from Cardiff Metropolitan University. Baseline PE and sport questionnaires were completed and video footage recorded of the intervention group. Oracy and physical development data were collated pre and post intervention from the classroom monitor and the Dragon Multi-Skills App for children in both control and intervention groups. Children were asked to set their own targets and questions for speaking, listening and PE, taking ownership of their learning and reporting back using a 'big brother' style diary room interview format. The practitioners framed their interventions around weekly questions or themes (e.g. confidence). While questions and themes would be mapped to required skills, books, stimuli and resources (Play to Learn and Dragon Multi-Skills) to deliver the outcomes for that week, plans were flexible to support the child-centred approach and respond to children's needs. All sessions focused on fundamental movements and were 'pitched' at the stage of the children's development not their age.

The School's Journey

The Intervention: What did they do?



Dragon Multi-Skills:
Myths and legends team work activity (click picture to play video)



The pilot intervention explained (click picture to play video)

Impact: What changed for the children?

Next Steps – what were the results?

The children grew in confidence, worked well with others, felt valued, were able to make choices about how and what they learnt as well as developing and applying their communication skills. The children took ownership of their learning environment and shaped their own experiences.



Rhys pre-intervention (click picture to play video)



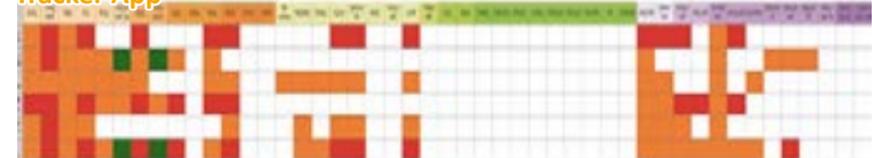
Rhys post-intervention (click picture to play video)

As a result both oracy and physical skills improved significantly, with greater increases being observed in the intervention group in comparison to the control group. The success of the pilot created momentum to take physical literacy to the 'next level' within the school.

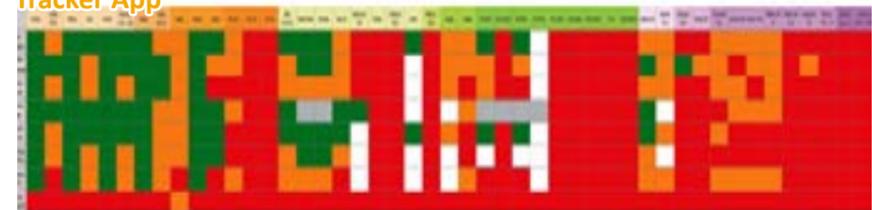
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Impact: What changed for the children?

Pre-intervention physical skills assessed and logged on the Dragon Tracker App



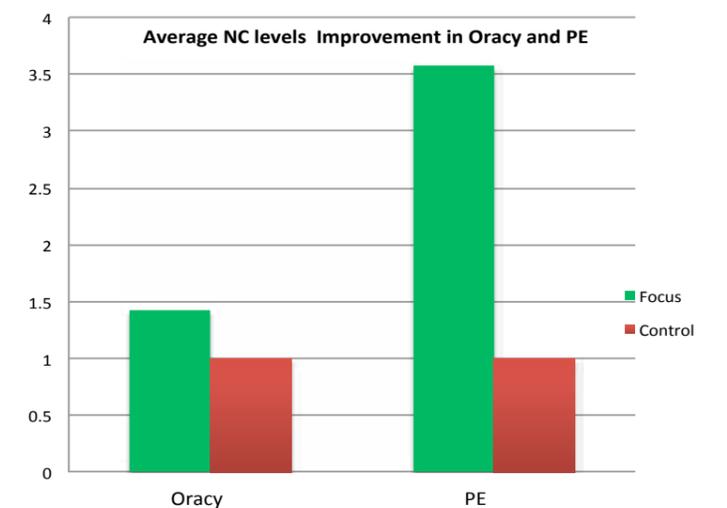
Post-intervention physical skills assessed and logged on the Dragon Tracker App



The Dragon Tracker App monitoring physical competencies pre and post intervention. The figures shown above show the increase in children achieving competencies after the intervention (amber and green cells). The white cells indicate physical competency had not yet been assessed

Focus Group	Autumn Term	Autumn Term	Spring Term	Spring Term
	Oracy NC Levels	PE NC levels	Oracy NC Levels	PE NC levels
Jack	1A	2B	2B	3C
Joshua	1A	1B	2B	3C
Tyson	1A	2C	2C	2A
Dylan E	1A/2C	2C	2B	3A
Heidi	2C	1B	2B	3C
Sacha	2C	2B	2A	3C
Rhys	2C	2C	2B	3B

Control Group	Autumn Term	Autumn Term	Spring Term	Spring Term
	Oracy NC Levels	PE NC levels	Oracy NC Levels	PE NC levels
Chloe G	1A/2C	1B	2B	1A
Aidan	2C	1B	2B	2C
Neive	2C	1B	2B	2C
Danny	2C	2C	2B	2C
Michael	1A/2C	2C	2B	2C
Chae	1A/2C	1B	2B	1A



Improvements in oracy and physical education pre and post intervention in the intervention and control groups

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Impact: What changed for the children?



The results as seen by Rhian (lead teacher) and her colleagues (click picture to play video)

Impact: What changed for the school?

Next Steps – embedding opportunities for developing physical literacy across the curriculum for every child

Cadoxton Primary adopted a whole school approach to physical literacy to help teachers, LSAs, children and parents understand and support the school's commitment to embedding physical literacy across the curriculum. Physical literacy had made such a 'powerful impact on the children's learning' that Cadoxton Primary School wanted to take this enhanced pedagogy 'to the next level'. Staff across the school have now received the relevant training associated with Play to Learn and Dragon Multi-Skills alongside mentoring and guidance from more experienced staff. There is already evidence of the school embedding physical literacy across the curriculum within year 1 and year 3 curriculum plans. Parents and the wider family have engaged in healthy activities while physical literacy 'homework style' bags have been used as a tool to connect parents with their children's learning journey. The concept of physical literacy now informs learning in extra-curricular activities such as the gymnastics and dance clubs and the academic, physical, social and personal achievements of all children ('even those who never thought physical activity or PE was for them') are celebrated within a physical environment such as a PE class, every week. In Forest Schools, physical literacy is used as a mechanism to explore and develop literacy and numeracy skills within the natural elements of the great outdoors, providing a further dimension to the physical learning environment.

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Impact: What changed for the school?



Empowering families to help their children to succeed.



**Play to learn:
In the Community**



Cadoxton provide the framework that builds family accountability and connects parents to their children's schools and community supports.



Engaging parents and the community with gymnastics and dance clubs and the introduction of forest schools

The development of young leaders and play leaders taking ownership of their learning environment and activities during playtimes and lunchtimes has been a great success. The physical environment around the school has been developed to allow children to explore movement play in unrestrictive and safe surroundings and the Dragon Tracker App is now used as a termly tracking and assessment tool, providing essential information about each learner and underpinning weekly school and classroom planning.

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Impact: What changed for the school?

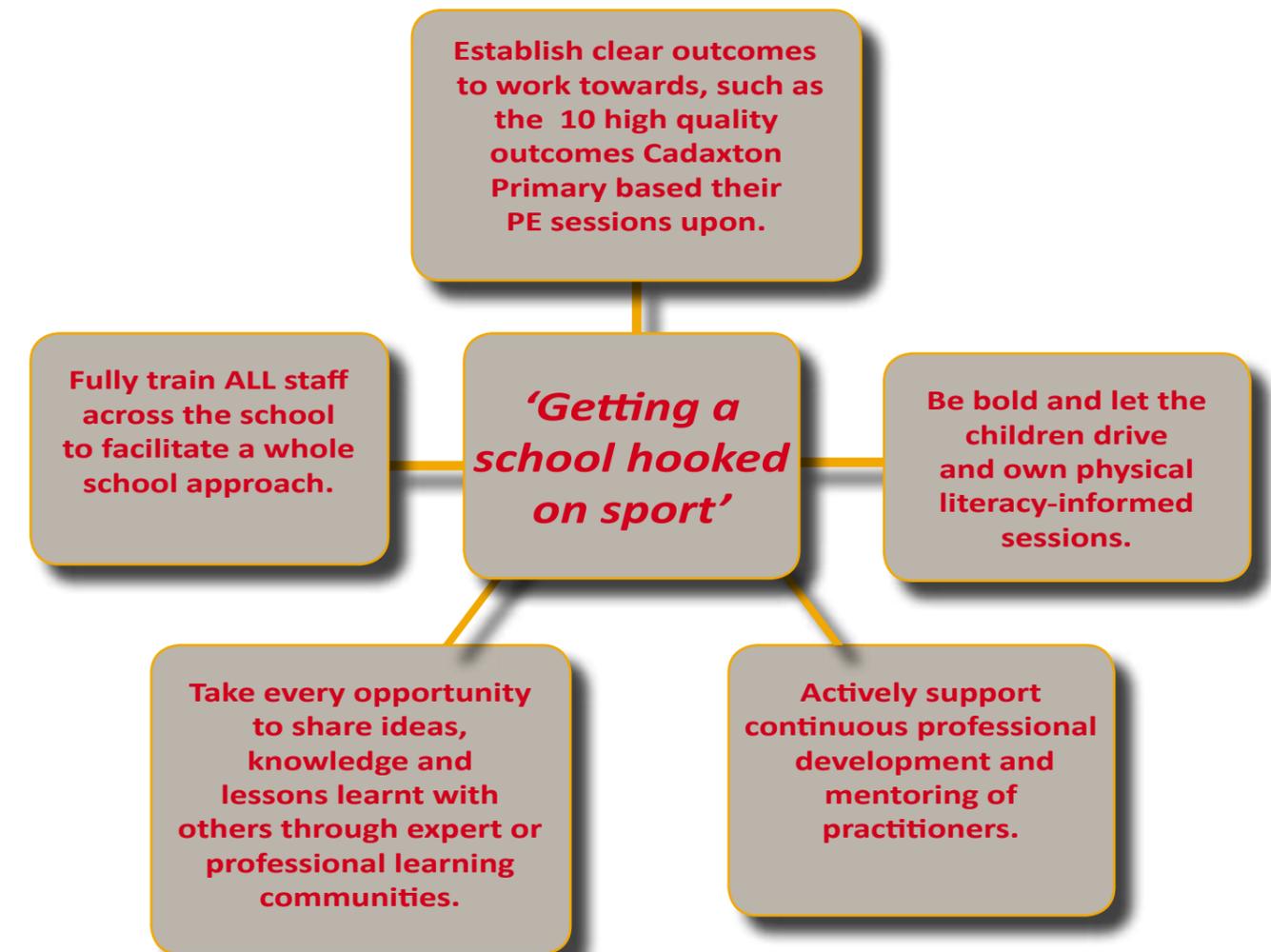
Dragon Multi-Skills, Play to Learn and the Dragon Tracker App developed through PESS and PLPS are now well established as core curriculum planning and assessment tools. These resources inform key decisions and developments associated with learning experiences and environments for ALL children. Cadoxton has embraced an innovative pedagogical approach that holistically develops the whole child. This approach effectively utilises multi-skill interventions that are determined by the stage, not age, of the learner and focus on the *'hows'*, not *'whats'* of the learning experience. Physical education has become a priority with physical literacy being a key outcome to ensure that staff, learners, families and the community are all *'hooked on sport for life!'*



Associations between self-esteem, confidence, oracy and learning processes
(click picture to play video)

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Recommendations: Advice for schools and practitioners



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