

# SCHOOL GAMES

## SCHOOL GAMES MARK PLATINUM CASE STUDY FORM 2023/24



This template is designed to support schools with their platinum case study for the School Games Mark application. If a school has previously achieved four consecutive gold awards and have met the standard for this year's gold award, then they will be eligible to apply for platinum. Please note the application for platinum automatically appears after your successful gold submission. If this isn't the case please speak to your SGO.

Through the platinum award, we aim to learn where schools are in their engagement with the evolution of the School Games. As a result, we will look for some narrative from these schools to demonstrate the impact and meaningful difference they have made over the academic year.

Complete the form below and upload to your online application prior to the **26 July 2024**.

The work in your entry **must** correspond to the academic year to which you are applying for your School Games Mark. Please fill out this form in response to the prompt questions.

Feel free to attach any relevant photos or videos with your submission (please ensure you have permission to share them, especially if they are of young people).

Further guidance on how to write a case study for your platinum application is [available here](#), including the category criteria, can be [found here](#).

Once complete, upload this document, along with any other relevant supporting evidence, to the platinum section of the School Games Mark application via your dashboard.

Good luck with your platinum application!

## Platinum Questions

Please select the statement you will write your case study against:

	Demonstrate how you are engaging those young people that need it the most in the School Games and evidence how you know they are benefiting.
	Demonstrate how you have undertaken a review of your curriculum and extra-curriculum through the lens of gender and how student voice has shaped your offer resulting in equal opportunities to access sports based on the demand of students across your different key stages.
	Demonstrate how you are a physically literate school and how this positively impacts on your young people.
*	Demonstrate how you are developing and co-creating your offer with your young people.
*	Demonstrate how you have embedded positive experiences of competition into your offer and how this has made a difference to your uptake.
	Demonstrate how have you ensured that you have developed and maintained 60 active minutes across your school.

## Context

<b>Background Information</b>	<p>At Barrowby C of E Primary School we are committed to encouraging our pupils to lead healthy and active lives. This is achieved through an extensive program of activities, available both within and outside of our curriculum and within the wider community which enable our children to:</p> <ul style="list-style-type: none"> <li>• foster a love of sport</li> <li>• pupils are physically active for sustained periods of time</li> <li>• develop competence to excel in a broad range of physical activities</li> <li>• teaching them about the importance of fair play, cooperation and team-work whilst engaging in competitive sports and activities</li> <li>• lead healthy active lives</li> </ul>
<b>What was the aim of the work?</b>	<p>Myself, the PE lead, our young leaders (Sports Committee) and with the full support of the SLT are passionate in providing our children with a full and wide range of fun, yet competitive activities. We believe every child in our school has a right to take part and feel that they are a member of a supportive team. To achieve this the Sports Committee have organised events across the year that leaves no one out.</p> <p>It is hard to discuss our school competition offer without mentioning our hard-working Sports Committee and so our aim is delivering positive experiences of competition through our young leaders.</p>
<b>Which School Games outcome did it focus on?</b>	Delivering and engaging in competitions that has clear intent and creates positive experiences based on the motivation, competence and confidence of your young people that need support most.

Intent	
<b>What motivated and drove it to happen?</b>	We understand that not everyone looks back at PE and school competitions with positive memories. At our school, we aim to change this by ensuring that all children remember these experiences as fun, exciting and inclusive. Our goal is to create an environment where team events are competitive yet enjoyable, emphasising participation over winning. We hope that, by fostering this positive attitude towards sports and physical activities, our children will develop a lifelong love for being active. We want them to run towards sports with enthusiasm, confident in not only the health benefits but also the joy and camaraderie that comes with taking part.
<b>How was the issue / need identified?</b>	As a school staff we have discussed our own experiences of sport and physical activity and discussed how in years past some of our school pupils were reluctant to take part in the yearly sports day. As PE and SS lead I knew this had to improve! I knew I couldn't do it alone and so with collaboration with the Inspire+ charity, our SGO, our young leaders and school staff we have created a wide variety of events across the year that have been built on each year until now we have a wonderful array of sporting competition that we are all very proud of.
<b>Consider the evidence of need videos for support.</b>	

Target Group	
<b>Who was involved? (e.g. year groups, schools, demographics, key individuals?)</b>	Competition used to begin with the KS2 children but it now involves the whole school from Reception to Year 6. No matter what the ability, all events are tailored to meet the needs of every single child.

Context	
<b>What activities were delivered?</b>	<ul style="list-style-type: none"> <li>- House Christmas Tournament – grab the elf treats, snowball 'fight' and chimney dash.</li> <li>- Paralympic Values Event – blindfolded obstacle team course, team guttering ball.</li> <li>- School Games Day (Sports Day) – running, obstacle, dressing up, egg and spoon, sack, 3 legged.</li> <li>- Infant House Tournament – Castle Defence and Wreck it Ralph and Fix it Felix!</li> <li>- KS2 House Tournament - Rounders</li> <li>- Dance-a-thon</li> <li>- Lunchtime Relay Obstacle course</li> <li>- Y3 House Swimming Competition</li> <li>- Y4 House Swimming Competition</li> <li>- Y5 House Swimming Competition</li> <li>- Y6 House Swimming Competition</li> </ul>
<b>Who delivered the activities?</b>	Sports Committee – Young Leaders SB – PE and SS lead LB – Head Teacher Swim = Class Teachers.
<b>Where and when did they happen?</b>	School Hall School Field School Playground Adventure Playground Local Swimming Pool
<b>What were the timescales?</b>	Autumn Term = House Christmas Tournament, Y6 House Swimming Competition Spring Term = Paralympic Values Event, Y4 + 5 House Swimming Competition, Lunchtime Relay Obstacle course Summer Term = Y3 House Swimming Competition, School Games Day (Sports Day), Infant House Tournament, KS2 House Tournament and Dance-a-thon

**What partners did you work with (if any)?**

We organised all our events through SB (PE lead) and our Sports Committee. Inspire+ help us to train our 4 Young Ambassador children who are part of our sports committee and they disseminate their learning to the rest of the committee.

## Impact

<p><b>Who was engaged / who did the work reach?</b></p>	<p>Our fun, competitive events have involved every child in our school from Reception to Year 6. The children have been supported by our Young Leaders and cheered on by different year groups. The whole school have come together to celebrate these events and their winners, praise the leadership skills of our young leaders, and inform the whole school community via newsletters and/or social media.</p>
<p><b>Who was impacted?</b></p>	<p>All children are excited to take part in our Sports Committee led events. It has become a highlight in each term. Children want to have a go and the willingness of each child to take part is fantastic to see.</p>
<p><b>Was there a young person who had a substantial positive result from participating in the project?</b></p> <p><b>Can you provide a description of their journey pre, during and post the project?</b></p>	<p>The leadership skills have played an important role this year in ensuring each class is supported and fulfil the team task. It can be daunting for a Reception child to take part in a competitive competition for the first time but with a helpful, kind and caring Y6 child by your side any thing is possible! One Reception child was quite reluctant, nervous even, to have a go and was becoming unsure but one of our young leaders took them by the hand, gave them positive can-do encouragement and off they went. By the end of their time they were smiling, laughing and jumping up and down when it was their turn again, what a difference great leadership can make!</p>
<p><b>What wider benefits did you observe as a result of your work?</b></p> <p><b>For example: increased attainment, positive shift in whole school culture, increase behaviour etc.</b></p>	<p>Children in younger years are already speaking to the PE lead in readiness for next year's Sport Committee nominations – they can see and feel the impact these young leaders have on their school and they want to be part of it too! When the Sports Committee lead an assembly - the children are eager to find out what they are going to be doing next, if the Sports Committee are setting up a fun game at a lunch time – the children are crowding around to see if they can join in, if the Sports Committee are running an extracurricular club – the children want their parents/carers to sign them up! They have a real, positive impact and a high status in the school – why? Because they run such fun, exciting competitions where everyone is involved.</p>

## Challenges

<p><b>Reflect on the work and consider what challenges were experienced and how were they overcome?</b></p>	<p>I am very proud of the work our young leaders have been able to accomplish this year, it is not easy, you have to make time, be enthusiastic, have ideas – original ones, think outside the box and take a chance when something might not work or might need to be changed mid competition! Our young leaders have done this through a wide variety of competition that have ensured all are having fun, all are included, and all feel confident to have a go. They have been able to problem solve during committee meetings and been able to deviate from an original idea; not easy to do! Competition would not happen without these hard-working children, and we are all very proud of what we have all achieved.</p>
---	--

## Sustainability

<p><b>How can the work become more sustainable?</b></p>	<p>Creating a team to carry out the organisation of certain events has been very helpful.</p> <p>Our administrative team have our House Swim Championship instructions and ensure class teachers have their results table before their class take part.</p> <p>KS 2 teachers lead the organisation of their House Rounders Tournament.</p> <p>Lots of our events use readily available resources and so can be used year on year.</p> <p>Our Sports Committee comprises of 8 Year 6 children and 2 Year 5 children these Year 5 children continue with the sports committee when they are in Year 6 and so have already been part of organising a year's worth of events. They then become the Chair and Vice Chair of the committee and guide the new members in the Autumn Term.</p>
<p><b>What are the next steps?</b></p>	<p>Continue to guide the Sports Committee to create fun and exciting events across the year. We need to make slight changes to the competitions so the children keep their interest, excitement and willingness to take part.</p>
<p><b>If you worked with any partners / community organisations, how do you plan to continue to develop this partnership?</b></p>	<p>We are members of the Inspire+ Charity and have close engagement with Terry, our SGO. We are always willing to improve and take on new ideas/themes for our school competition. We will continue to work closely with both parties to ensure we are offering our children the very best we can and fostering the love of sport and living an active life.</p>

## Top Tips

<p><b>As a result of your experience, what are your three top tips for those looking to replicate this project?</b></p>	<p>Collaboration! It must be a team effort. You cannot do all the hard work yourself. Once you have the school staff on board with the benefits of fun, inclusive competition they will feed this enthusiasm to the children and want to be involved themselves. The children want to take part in competition that is collaborative, fun and has a doable challenge – especially when they are working towards beating their own personal best.</p> <p>Utilise your one key secret weapon...the children! Our Young Leaders have created some incredible ideas and their willingness, growing independence and leadership skills, enthusiasm and understanding of their peers are vital when creating a yearlong program of competition.</p> <p>You have to dedicate time to organising the events and meeting with your young leaders, it's not easy but the buzz around the school both before and after an event, the joy and laughter coming from healthy competition, cheers as personal bests get smashed makes the hard work well worth it!</p>
<p><b>What was your biggest learning from the work?</b></p>	<p>You cannot do it on your own and always ask for help.</p> <p>Setting up activities/events is time consuming but asking staff, children to support you is important to share the load. Having a supportive Head Teacher and SLT to recognise the hard work and value the time it takes to create these events is also a must. I could not create these events without their support.</p> <p>Booking in the events across the year is crucial to not overload your workload in one term.</p>