

LDA – G&T Development in PE and Sport

LDA : Northumberland

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The Challenge -Why the LDA focused on CPD for G&T in PE & Sport?

We felt that consistency and quality of G & T policy, I.D. and practice to support talented young people in PE was varied and often non-existent in some of our secondary phase schools.

A county wide scoping exercise in 06 -07 identified that:

- There was a need for Schools and School Sport Partnerships to ensure that a designated member of staff has some responsibility for G and T in PE.
- There was a need to identify, share and spread the good practice evident in a minority of schools and beyond the Sports College Hub
- Any training and support needed to focus upon supporting SSPs, schools and practitioners in :
 1. Improving *consistency* and clarity of Talent ID , criteria , selection and policy –(across Partnerships and schools)
 2. Further developing the quality and *range* of available challenges and learning opportunities for G and T pupils (including talented SEN pupils)
 3. Developing the JAE mentoring skills and systems in order to support G & T students (e.g. in lifestyle management etc)

Since this point improving G & T practice and policy has been one of several focus areas for our LDA and our lead G & T tutor .We now have a nucleus of schools (sports college and one school sport partnership) leading the development of good practice in this area.

However -we still feel that G & T practice and support for talented young athletes is not as consistent as it should be across all secondary phase in the county. Our next phase of development needs then to focus upon increased roll out and awareness of the JAE programme

Meeting the Challenge - What did you do? (What strategies have you used?)

Working very closely with our lead G & T tutor's SSP, one of our Sports Colleges and our strategic PDM network development group we have:

1. **Facilitated a G&T countywide scoping exercise;** analysed returns to feed into CPD *Action plan summary report* that was then submitted to YST CPD unit. All of this was achieved in collaboration with SSPs – through Northumberland PDM network development group – with PDMs and their SSSCo teams prompting and requesting returns.
2. **Delivered Phase 1 LDA CPD (06 -07) event:** Planning & delivery of half day Northumberland G & T in PE CPD workshop for SSP staff (PDMs & SSSCos – 30 + attending). Delivery by LDA lead trainer & G& T lead tutor
3. **Delivered Phase 2 LDA CPD event:** Planning & delivery of 1 day G & T training Target group: Secondary PE staff / G& T coordinators (35 attending). This event was delivered in close collaboration with Ashington Sports College and Morpeth Ponteland SSP. **Focus-** improving & developing consistency & expertise in Talent I.D. and Policy; Sharing good practice; Improving knowledge and use of 5 multi-abilities in practice.

Delivered Phase 3

4. **Liased with Newcastle LDA to allow identified schools / staff to access to Talent Development in PE - regional 1 day conference** -Lead speaker Professor David Morley
5. **Provided SSSCo CPD:** Lead G & Tutor (JE) liased with Professor David Morley to arrange a "G & T CPD" day on multi abilities. Delivered in Northumberland by David Morley as a central part of the SSSCo CPD programme. (30 + attending)

Delivered Phase 4:

6. **Capacity building;** Lead G & T trainer & 2 new local tutors attending G & T LDA tutor training .In 2007 - 08 JAE programme rolled out as and when requested by (ready) individual high schools / partnerships.
7. **A Half day LDA CPD event to challenge and guide schools through completion of the quality standards online – each attending school receiving an action plan detailing required next steps. Carousel of Workshops (including supporting young talented SEN pupils)**
8. **Summer 2008 G & T academies piloted in Ponteland.**
9. July – Dec 08 Morpeth Ponteland SSP asked to **pilot creativity strand resources by David Morley as part of National case study** (within new 5 "capabilities")
10. **2 additional JAE tutors attended new JAE training with our lead tutor (Sunderland) helping us to maintain & actually increase capacity (following previous practitioner's move to a neighbouring LA)**
11. **Individual Department support provided by lead G & T tutor + Lead trainer – via 1:1 tailored on site support (H.Bridge Sports College) and other schools via our LA PE Service Level Agreement)**

Impact

What difference has this made:

Increased schools knowledge & awareness of the need for a robust G & T policy that guides & mirrors practice .The majority of our Middle &High schools now have a G & T policy - specific to PE and are able to clearly identify talented young people in their school (letter / audit, annual PESSCL /PESSYP

1. We now have a nucleus of good practice case studies to build from. These show that

- There is improved consistency and clarity of Talent ID, criteria, selection and policy across the Morpeth and Ponteland partnership (Data collection survey e.g. in 2008 Over 100 KS3/4 pupils identified and on G and T registers across the Morpeth family alone)
- There is now clearer and regular liaison between Middle school PE co-ordinators and certain High schools to develop the transfer of PE G+T information at KS3 (middle to High school). Each school has an identified PE specific G and T staff coordinator helping to development and progression
- The 4 schools in this leading SSP have a detailed database with concise information including NC levels / extra-curricular participation, representative honours, participation in the 'JAE' programme.
- Pupil and parent awareness of PE G+T opportunities and available support is improving in our leading G & T in PE schools.
- There is an exciting and improving range of learning opportunities for PE G+T pupils across the Morpeth – Ponteland family of schools and Ashington Sports College.
- KS3 G+T PE pupils' are improving their generic motor skills in a OSHL environment.
- KS3 G+T PE pupils' are being offered the opportunity to take part in OSHL G+T PE/Sport. SSCo` is leading and developing an ongoing lunchtime G & T programme focussing on KS 3 (yr 7 & 8 pupils) – which is rolling out across the 3 feeder Middle schools
- PE co-ordinators are observing and gathering new ideas for delivery.
- Other partnerships are requesting Primary G and T CPD workshops
- There is a greater awareness of the JAE programme and the need for mentoring and supporting talented athletes
- Workshops are now being planned for PE G+T 'JAE' programme – based on need, however a reduction in funding over the last 2 years has greatly limited delivery

Why did it work? (What critical factors made this work for you?)

- Our lead G & T tutor (PDM) has energetically driven forwards on G & T using his knowledge, expertise and staff to develop, lead and spread good practice.
- Schools and staff, within a nucleus of partnerships have embraced the PE G+T concept and supported SSCO planning.
- LDA (LA Adviser ,PE consultant , PDM (lead G & T tutor) and nominated SSCos (JAE tutors) have worked collaboratively – giving freely of their time to meet ,plan ,deliver and support the developments outlined on the previous page) – delivering despite limited available funding .
- Ashington Sports College initially proactively engaged and led some elements of the G & T programme – sharing their templates and systems (I.D and JAE)
- Within the Morpeth /Ponteland SSP an SSCo has taken a real lead on establishing G & T master classes and has supported schools in one pyramid in developing greater consistency in policy & I.D..
- Schools that have engaged have been flexible toward organisation of PE G+T activities - this has facilitated development opportunities.
- The PE staff recognise that the children are at the centre of the process along with their personal/talent development in PE/sport.

Quotes endorsing impact

1. "From a very low starting point pre the Northumberland G & T CPD 3 phase programme, this partnership and the Morpeth family of schools have made impressive progress. The LDA and the School Sport partnership have worked together -providing good support and clear leadership (PDM and SSCo)The vision and energy of the PDM, SSCos and school PE staff have driven progress and improved liaison which has in turn has led to improved and effective partnership working.

All SSP support staff and secondary schools (Middle and High) are on board and are sharing expertise, records and resources. Clear progress has been made, impact is growing and further plans for a summer G and T programmes are being developed " (Andy Brown LDA Lead Trainer)

2. "As a result of our work, schools now have clear criteria for the identification of and Tracking of G & T pupils in PE. All schools who attended the training now have a Gifted and talented register in the PE department. Many young people have commented on how surprised they were to be on the register because they do not have county representative honours in sport, but have been selected for their ability in other areas such as coaching or leadership in PE. Teachers have also undertaken action research projects to see how an awareness of the abilities might impact on their teaching. Ponteland has also piloted developing potential in PE by selecting identified pupils for extra PE lessons." (James Ellison - Lead G & T tutor and PDM)

3. "The G & T CPD programme has, over the last 3 years, really provided staff with opportunities to improve how they challenge and support our talented students. G & T policy and practice is very much embedded within our sports college work. The G & T programme has also allowed certain members of our staff to receive and pursue key CPD opportunities in this specialist area." (Gary Douglas - Director of Specialism Ashington Sports College)

4. "Two 6-week academies have run at the high school during this academic year and have been attended by students from year groups 6-11. Students have had the opportunity to perform and interact with other students of similar abilities, which has proven to be very beneficial when aiming to improve knowledge and skill level. Students have been subjected to skill practises beyond that they would experience in core PE lessons and have therefore appreciated these development opportunities" (see quotes below) Rachel Hancock (G & T Physical Education coordinator - Ashington Sports College):

- After the session at the Academy of light students were asked what they thought of the sessions and the facilities. Below are some of their responses:
 - "It was exciting because there was a chance of meeting some professional players"
 - "The coaches really knew what they were talking about and we learned a lot from them"
 - "Exciting to see what professional facilities are like.....it was amazing!"

Below are concluding comments made by one of the coaches delivering sessions to the G&T students :

"All of the G&T students were able to improve by showing a great willingness to listen and learn, showing courtesy and respect to all of their coaches and towards each other. All demonstrated a first class attitude hand in hand with an inner drive and an unparalleled enthusiasm for the game of football. The efforts that they have consistently given and the enjoyment we have had coaching them should give them a great sense of pride."

What are your priorities for future developments?

1. Continue to maintain profile of G & T within our LDA CPD programme to support & challenge schools to :
 - establish or further improve G & T policy & practice (support)
 - Use the 5 capabilities effectively (I.D.)
 - share good practice amongst schools and our SSPs (particularly beyond sports college hub)
2. JAE programme & Mentoring

What are your next steps?

- Plan and deliver further central and local G & T CPD events to further embed and spread good practice on G & T policy and practice. (to tie in to inclusion focus within LDA strategic plan)
- Establish and develop a G & T section on our refreshed npress website to support schools and practitioners (key documents ,tools and success stories made available)
- Work with Ashington Sports College to support development of the new JAE and Mentoring

programmes (JAE tutors supporting)

- Consider coordinating /delivering workshops for schools & SSPs (in development days /conferences)

If you could access further funding for G &T how this would be used through your LDA?

- Further develop the new JAE programme – in specific partnerships /schools – via workshops delivered by lead G & T tutor and trained JAE tutors
- Access training for mentoring and roll out /offer to schools
- Encourage and support development of G & T; Multi skills and leadership academies in one – feeding into regional Multi sports Academies
- Support & encourage individual pilot academies (for KS2 year 5/6 pupils).i.e. Blyth (Morpeth Road) schools academy

How would you evaluate and feedback your work in this area?

1. Identify G & T as one focus area for *Impact of CPD programme on Young People study* (AfPE – consultants visit in Oct 09 – 4 schools sampled) – visit to feed into National report (by Howard Todd AfPE Consultant)
2. SSP & PESSYP survey statistics
3. Sports College G & T coordinators annual report
4. Feedback from participants(young people) in the academies and JAE programmes
5. Feedback from parents and students who have benefited from school sports association bursaries
6. Success stories submitted by individual partnerships /schools following JAE /mentoring programmes
7. G & T focus group meeting regularly (termly) to feedback on progress and development
8. Within LDA annual review – shared with strategic Northumberland PDM development group and PESSYP management

Youth Sport Trust will be working with LDAs from this process to showcase some of these case studies which may then be in a publication that will include DVD footage – this will be shared with the network as a resource and also accessed, hopefully, via the CPD website.

We look forward to hearing from you!

Please send this completed template to:

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